REPORT RESUMES

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YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED TO BE JUVENILE DELINQUENT. FINAL REPORT.

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DESCRIPTORS- *VOCATIONAL REHABILITATION, PROGRAM DEVELOPMENT, *EMOTIONALLY DISTURBED, *DELINQUENT REHABILITATION, *YOUTH PROGRAMS, RESIDENTIAL PROGRAMS, DELINQUENCY, DEMONSTRATION PROJECTS, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, *ADJUSTMENT (TO ENVIRONMENT), VOCATIONAL ADJUSTMENT, SOCIAL ADJUSTMENT,

THE PROJECT AIMED TO DEMONSTRATE THE FEASIBILITY OF A COMPREHENSIVE PROGRAM INTEGRATED WITH OTHER TREATMENT SERVICES AND IDENTIFY THE MAJOR FACTORS ASSOCIATED WITH COMMUNITY AND VOCATIONAL ADJUSTMENT AND MALADJUSTMENT. THE STUDY POPULATION INCLUDED (1) AN EXPERIMENTAL GROUP OF 68 BOYS WHO RECEIVED THE FULL RANGE OF THE PROJECT IN-CARE AND AFTER-CARE SERVICES AND A CONTROL GROUP OF 25 WHO RECEIVED NO PROJECT SERVICES, (2) AN EXPERIMENTAL GROUP OF 20 BOYS WHO RECEIVED THE FULL RANGE OF THE PROJECT'S AFTER-CARE SERVICES, AND (3) A COMPARISON GROUP OF 27 WHO RECEIVED NO PROJECT SERVICES. IN-CARE ACTIVITIES INCLUDED INDIVIDUAL AND GROUP COUNSELING, OCCUPATIONAL ORIENTATION, AND WORK EXPOSURE. AFTER-CARE ACTIVITIES INCLUDED COUNSELING, ASSESSMENT, JOB PLACEMENT, AND FOLLOWUP. TO DETERMINE THE EFFECTS OF THE EXPERIMENTAL TREATMENT, PERSONAL, ATTITUDINAL, PSYCHOLOGICAL, SOCIAL, AND ENVIRONMENTAL FACTORS ASSOCIATED WITH COMMUNITY AND VOCATIONAL ADJUSTMENT WERE IDENTIFIED AND ASSESSED THROUGH STRUCTURED INTERVIEWS, BEHAVIOR RATING SCALES, PSYCHOLOGICAL TESTS, AND DIRECT OBSERVATION. TREATED BOYS TENDED TO MAINTAIN ACCEPTABLE CONFORMING BEHAVIOR IN THE WORK AREAS, BUT UNTREATED BOYS SHOWED A DROP AT THE 6-MONTH AND 1-YEAR FOLLOWUP. THE EXPERIMENTAL GROUP WHO RECEIVED THE FULL RANGE OF THE PROGRAM SERVICES HAD A HIGHER PERCENTAGE OF BOYS IN THE "KEEPING OUT OF TROUBLE" EVALUATION AREA WHILE THOSE IN THE CONTROL GROUP HAD AN INCREASING TENDENCY TO GET INTO TROUBLE IN THE SAME TIME SPAN. OBSERVATIONS INDICATED THAT WORK EXPOSURE, WHEN COMBINED WITH THE OTHER SERVICES, WAS THE MOST VALUABLE ASPECT OF THE PROGRAMING. DESPITE THE LACK OF STATISTICALLY SIGNIFICANT FINDINGS, THE TREND FAVORING THE EXPERIMENTAL GROUPS INDICATED THAT MORE FAVORABLE FINDINGS WOULD RESULT FROM CONTINUED FOLLOWUP. THE APPENDIXES INCLUDE SOME OF THE INSTRUMENTS USED, SCORING SYSTEMS, DATA SHEETS, AND CORRELATIONS OF PREDICTOR AND OUTCOME VARIABLES. A SUMMARY OF THE STUDY IS VT 004 085. (JK)

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FINAL REPORT
of a
Research and Demonstration Project
Conducted by
The Children's Village - Dobbs Ferry, N. Y.
May 31 - August 31
1961 - 1966

Supported in Part by a Research and Demonstration Grant
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Department of Health, Education, and Welfare
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Grant Number RD - 685

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FOREWORD

We came to The Children's Village to attempt to expand the resources for youngsters who had fallen victim to life's vicissitudes and to demonstrate something we felt was important for future professional services. As we now take our leave, we feel the satisfaction of accomplishment, for we have achieved our dual purpose.

Prevention of ruptures in social and emotional development must surely continue to be the primary aim of service for youth, but the ever-present hazards to the development of the still incompletely formed personality inevitably will continue to produce the emotional disturbances which spawn delinquency. It is hoped that this study will contribute toward removing the barriers to the rehabilitation of those who have resorted to deviance as the medium for self-expression and calling for help. The inertia of tradition in treatment and the smugness of retribution for the violator of society's behavior code have not served us well. The problem stays with us and worsens as the approach to its alleviation remains the same. Compassion for the offender and enlightened self-interest for society call for more purposive action. Those of us who worked on this Project have developed the firm conviction that vocational rehabilitation is necessary and feasible as the approach of choice with those whom prevention has missed.

A nation which, on the one hand, has an insatiable need for trained manpower for as far ahead as projections can be made and, on the other, has the tremendous resources that affluence affords, surely can find the money, the techniques, and the talents to do more for troubled youth than our history thus far has recorded. These vital ingredients can be marshalled if the necessary conviction is developed.

It is hoped that the endeavor which is chronicled in this document will be a source of encouragement and greater vision for other individuals who are professionally committed to help.

ACKNOWLEDGMENTS

In every respect, this Project was truly a team endeavor. To single out individuals may give the erroneous impression of a battery of star performers and thus tend to diminish what was a highly cohesive organization. However, some special mention must be made of particular contributions. I take pleasure in making the following acknowledgments and in expressing my personal gratitude.

To him who "paid the piper" but never "called the tune," the Vocational Rehabilitation Administration, for its breadth of vision and confidence in so generously funding this Project at a time when our approach was a groundbreaking endeavor.

To all members of the Children's Village staff for their outstanding cooperation and to Mr. Joseph F. Phelan, Jr., Executive Vice President of the Children's Village, for his foresight and courage in daring to examine the operations of a long-established and respected agency to determine where better service might be given. It was through such an examination that the dissatisfaction with the status quo arose which gave birth to this Project.

To Dr. Howard A. Rusk, Director of the Institute of Physical Medicine and Rehabilitation and Professor and Chairman of the Department of Physical Medicine and Rehabilitation, New York University School of Medicine, for the role he played in originally bringing to my attention the possibilities for applying his pioneering concepts in rehabilitation to a new and needy population.

To Mr. Joseph Palevsky, Supervisor of the Mental Hygiene Unit, New York City Office of the New York State Division of Vocational Rehabilitation; and Dr. Leonard W. Rockower, Clinical Psychologist, Bureau of Child Guidance of the New York City Board of Education, and formerly research Consultant, New York State Division of Vocational Rehabilitation, for their service as program consultant and research consultant respectively. From the time we talked about an idea until the completion of this report, these two individuals made outstanding personal and professional contributions to this Project. As dear friends and respected colleagues, they often took liberties with respect to the Project Director which if exercised by lesser men would have severely taxed the association. It was their criticism and prodding and their rolled-up-sleeves approach to the Project that assured a piece of work of the very highest quality.

To the New York State Division of Vocational Rehabilitation and to Mr. Adrian Levy, Assistant Commissioner for Vocational Rehabilitation, New York State Education Department, for making it possible for Mr. Palevsky to assist with this Project, and thus to give us the benefit of his background of work with emotionally disturbed clients.

To Rhoda Taub and Helen Zucker who volunteered their time and effort to assist the Project in many valuable ways.

To all staff members of the Project for their conscientious and devoted work. Special mention is in order for those individuals who contributed to this final document: Dr. M. David Diamond, Mr. Nathaniel A. Jones, Mr. Michael Lowitt, Miss Vivian Counts, and Miss Vicki Meisner whose competence and composure as secretary has brought forth this report.

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* With Project Less Than One Year

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CHAPTER I

INTRODUCTION

A Brief Description of the Project

Objectives

Demonstration of the Feasibility of a Vocational Rehabilitation Program

Until the initiation of this Project in 1961, vocational services, based upon a modern vocational rehabilitation approach, blended and integrated into a psychologically oriented treatment program, had remained an essentially undeveloped area in work with adolescent delinquents. This Project aimed to give the vocational development of the institutionalized adolescent delinquent appropriate emphasis with other treatment objectives in the residential and community phases, and to demonstrate the feasibility of such programmed services when integrated with other institutional services.

Application, Adaptation and Testing Techniques

The techniques utilized by vocational rehabilitation in meeting the vocational adjustment needs of the physically and emotionally handicapped are not new. At the time this project was initiated, the experience of vocational rehabilitation counselors with socially and emotionally maladjusted adolescents was greatly eclipsed by their contributions to the rehabilitation of those with physical disabilities and psychiatric disorders. Those who had experience working with delinquents had not had the opportunity to utilize the type of integrated and on-going vocational services which this Project proposed. Little if any basis could be found for assuming that the techniques utilized with other disability groups would be successful with the delinquent group. Therefore the Project intended to provide a body of experience from which would be extracted the skills and knowledge necessary for successful vocational rehabilitation service for socially and emotionally maladjusted youth

Evolvement of an Integrated Vocational Program Model as a Basis for Replication

It was assumed that the total battery of effective vocational services evolving out of this project would become a basic model for replication and further testing and refinement. It is important to note that the evolutionary process was to result from an on-going experimental type of programming. Treatment techniques were to be judged effective on the basis of first-hand observation of the boys' reactions to the vocational program and their general progress. Those services or techniques determined to be ineffective would be eliminated. While the totality of vocational services rendered throughout the life of the project would be evaluated on the basis of group data, the services themselves would be individualized to meet particular treatment needs. No two boys therefore would receive exactly the same amounts or types of vocational treatment. The vocational program model offered to others would be that complement of vocational services which proved to be effective for the greatest number and feasible when integrated with other institutional services.

Formulation of Means of Evaluating such a Project with such a Population

The evaluation was to be done with respect to the effects of experimental treatment on the Project population. In the process of evaluation, the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment and maladjustment were to be identified. The effects of experimental treatment upon the Project population might thus be shown through the means by which the population resolved its problems.

Origin of the Study

Follow-Up of Children's Village Discharges

In 1959-1960 the Children's Village conducted a follow-up study of boys discharged from In-Care to determine the nature of their community adjustment and thereby to assess the effectiveness of the program that was then being offered. The results indicated that 75% of the boys had made an adequate to good adjustment two years after their return to the community. An analysis of why the remaining one-quarter of the population studied had adjusted poorly revealed the following major needs, listed in order of significance:

1. increased educational and vocational guidance service
2. more specialized help in job placement
3. placement of some boys out of the home when the family is not equipped to care for them

4. more intensive follow-up by social workers

5. adequate facilities for utilizing leisure time

A detailed analysis of cases indicated that a majority of the boys were over age 16 when they were discharged to the community. Many of them did not return to school or subsequently became drop-outs if they did return to school. The problem in the employment area was highlighted by the finding that it was common for boys to hold six to eight jobs during a year. Not only was this fact viewed as a manifestation of continued poor adjustment, but it was also seen as a probable contributing factor to increased disorganization and frustration which could lead to repeated law-violating behavior.

A comparison of the well adjusted and poorly adjusted groups revealed that those boys who had some occupational objective, whether general or specific, could see the relevance of their education or current employment to achieving their goal. As a result, they tended to demonstrate better adaptation to school or to work than those boys who had no occupational goal.

Based on this follow-up survey, there developed a strong conviction among Children's Village Staff that services related to education and work had to be more closely integrated into the total treatment program than they previously had been. Furthermore, it was felt that the nature of the educational and vocational services should be examined with an eye to their improvement.

The Original Concepts

The vocational aspect of service as originally conceived was considerably narrower in scope than it was in its final form. The problem was seen to be one of reducing the recidivism rate, and job placement was viewed as the solution. Plugging the placement gap thus became the original mission of the vocational service. The intention was to add the minimum required service and to change as little as possible of what existed. The Children's Village was a well established and smoothly functioning institution, and there was no desire to alter what had evolved over its long history. Those changes that had been made over the years reflected developing concepts of child care and residential treatment. More profound changes were not anticipated by the administration.

The hope and desire were evident that a totally new service would not be necessary because of the complications that would arise in adding a service to the established agency structure. The interest was in adding an aspect of a service rather than an entirely new service - to add just placement. This was to be in the form of an adjunct to what already existed in the various service areas, and it was hoped that placement would serve to make those services better and to make it possible for those services to render help of a more enduring nature to the boys.

Survey of the Literature

An intensive search of the related literature was undertaken to learn about the characteristics and problems common to the population and to determine what others had done in the way of vocational service with such a population as was represented at the Village

The literature on juvenile delinquency is marked by considerable theoretical and practical disagreement. What is reflected amounts to a multiplicity and complexity in approach to the etiology and treatment of individuals whose syndrome bears the label of "juvenile delinquency." This complex would seem to include many combinations of environmental, cultural, socio-economic, physiological, emotional, familial, ethnic, and intellectual factors.(25) Although delinquency is often held to be within the purview of psychiatry, Kvaraceus and Miller(13) emphasize that there is general agreement among psychiatrists that "diagnostically speaking, the youngster who violated norms can fall into any diagnostic category or into none at all, and that there is no diagnostic category of 'delinquent' for youngsters who engage in or repeat illegal behavior."

After surveying the thinking of the authorities, it was apparent that the delinquent group is a most heterogeneous one on any variable and that perhaps only the objective nature of its behavior is the common characteristic denoting the group. With a variety of causes of delinquency and a variety of characteristics of the delinquent group, it was obvious that goals must be set for each individual boy rather than for the group.

The findings on vocational service revealed a long history of various sorts of vocationally oriented programs directed toward the treatment of juvenile delinquency -- however defined. In this country and abroad, vocationally oriented activities have long been an integral part of programming for delinquent youth and are being pursued in such settings as state training schools, prisons, boys' industrial schools, forestry camps, work camps, approved schools, and borstels.(2, 3, 6, 10, 11, 13, 17, 18,) Most of these programs have traditionally been in authoritarian settings where a disciplined series of work activities and/or vocational training have been pursued, with training as the primary goal. Treatment per se and professional vocational counseling generally have not been part of the service.

At the time of this survey, a review of the literature in the areas of vocational rehabilitation, education, and child welfare revealed a lack of reference, information and writing on the subject of vocational rehabilitation and the emotionally disturbed adolescent in the institutional or residential treatment setting. Also, no article was found which by title referred directly or indirectly to the vocational problems of the emotionally disturbed.

How effective have the traditional programs been in confronting the problem of delinquency? An authoritative answer was given by Mr. Joseph F. Phelan, Jr., Executive Vice President of The Children's Village, when he testified in 1957 before a Senate committee investigating juvenile delinquency. Mr. Phelan stated that, "The results of studies by various criminologists indicate that little change in behavior is shown among boys who have been discharged from placement in reformatories and prisons -- where the delinquent merely is quarantined from society so that he cannot kill or abuse other people, or steal, or deface property."

After surveying the literature reflecting research, current conditions, and opinion, it was clear that vocational service was an essentially undeveloped area and was receiving little consideration in connection with planning for future service. While some residential treatment centers favored and even utilized some aspects of vocational service, these aspects -- counseling, testing, and placement -- were usually arranged for through cooperating community agencies. None was found to offer these services as integral parts of a comprehensive program.

The Entry of Vocational Rehabilitation Specialists

As reflected in the previous survey of the literature, there was no background of vocational rehabilitation experience with delinquents to draw on in preparing to improve service to the Village population. However, the Project Director and consultants he brought into the exploration and planning phase had had prior experience with individuals who were emotionally disturbed, although not delinquent. It was known that emotionally disturbed individuals, by definition, must have an employment handicap. This could be assumed from what was well known regarding the personality requirements of people who are successful in employment, and what was known concerning the personality characteristics of the emotionally disturbed adolescent or adult. In addition, there are certain characteristics of work which can be predicted to present serious problems to this population.

The vocational rehabilitation specialists inferred from the experience of the otherwise emotionally disturbed group that, because of their behavior, the delinquents would have employment handicaps in terms of:

1. working with their peers

2. accepting supervision
3. developing desirable work habits
4. developing favorable attitudes toward work
5. developing and maintaining the stability essential to continued tenure on a job

The nature of work was felt to be such as to present an additional set of barriers to the success of this population. Work was seen as representing a harsh and frequently unyielding reality which requires that the worker adjust to the job rather than making it possible to expect the job to be adjusted to the worker's needs. This was felt to be largely true, despite the effectiveness of selective placement, which places the emphasis on adjusting the job to the worker. This conception of work was based on such characteristics as the attitudes and capacities of the worker as contrasted with the employer's demands and the requirements of the job. This equation leads either to worker satisfaction or frustration, depending on how well the equation is balanced. In addition, it was recognized that the greater the worker's demands from a job, the greater are his frustrations likely to be. Therefore, needs satisfaction before placement, and apart from the job during employment, was held to be a necessary component of a successful vocational approach to the population.

During this process of thinking through the approach to be taken, it became obvious that much more than placement was needed if real success was to be achieved with the population. The aim that seemed indicated was the insurance of job stability, rather than only placement. The boys had apparently found jobs, but they had had unstable employment histories. They had to become ready for work, and direction and specific preparation seemed to be the necessary ingredients of readiness. Emotional support of the boys both before and during employment was held to be important so as to enhance the possibility of job satisfaction and hence job stability. It was recognized that a placement did not necessarily equal a successful rehabilitation, but that perhaps a series of carefully planned placements could eventually produce the desired result.

These were a series of concepts which were gleaned from previous experience with similarly circumstanced individuals with emotional disturbances. Whether they would prove to be as valid with delinquents had to be tested, but they provided a point of departure. How to build these concepts into a workable program likewise had to be explored, for the search of the literature had provided no guidelines, no related experience, and indeed little encouragement.

Analysis of the Children's Village for Vocational Rehabilitation

With the realization that the new service had to be shaped to fit into the existing agency structure, to add a new dimension to service, and in no way to interfere with or negate the work in other service areas, considerable emphasis was placed on learning as much as possible about the operations of the Village before a new type of program would be proposed. This process of self-education of the vocational rehabilitation specialists took on the proportions of a depth analysis of the Village.

The philosophy and purpose of residential treatment was examined through observation at treatment conferences, attendance at administrative and staff conferences, and the analysis of research data and agency case records. In addition to the factual information obtained, it was observed that there was a need for strengthening the significant relationship between diagnosis and treatment of the individual boy. This observation was felt to be highly important in attempting to implement aims at vocational growth and development of the boys as related to their eventual vocational adaptation.

Staff discussions, case records, and research data revealed several important facts concerning the population. An increasing proportion of admissions had been characterized as "hard core" because of the nature and frequency of their anti-social acts. Home and environmental failure were felt to be contributing factors to their emotional disturbance. The youngsters brought to the Village emotional crises of the first magnitude and behavioral patterns which were dangerous to themselves and to others. Some were abnormally aggressive and extremely hostile and had had anti-social gang experience. Ninety percent had a record of persistent truancy, 70 percent were markedly retarded in the academic area, although they had the intellectual potential for greater achievement. Some of the boys were not aggressive but withdrawn--almost out of contact with others--yet quite as liable to blow up in uncontrollable outbursts. Probation had usually been unsuccessful.

By psychiatric classification, the population could be divided into three major diagnostic categories: behavior disorders; neurotic disorders; and schizophrenic disorders. In terms of age, the range for the In-Care population was from 10 to 18, with more than two-thirds between the ages of 13 and 16. Eighty percent came from New York City, 17 percent from other parts of New York State, and the remainder from nine other states. In After-Care 92 percent were between the ages of 15 and 18.

With these observations regarding the agency's structure, philosophy, and operations, and the facts concerning the population as background, the specialists set about to study the agency in detail--department by department--in order to arrive at a meaningful and workable program proposal. What was learned revealed both the motivation by department heads to correlate their separate services with the vocational goals and the wealth of resources that could be utilized for vocational purposes. The means of accomplishing such a coordination of effort remained to be worked out as one of the first and principal aims of the project.

The school was conceived of as the chief resource in the In-Care phase for implementation of the vocational orientation. Being on the grounds, accounting for a major time bloc of each boy's daily activity time, and offering instruction in industrial arts, the school was in a strategic position to play a prominent role in vocational service. It appeared desirable and feasible to establish a multiple-activity workshop under the industrial arts program in the school, to serve as a base for training the boys in social and vocational skills on the job. Such a vehicle seemed ideal for tying together the academic experience of the boys with their program of vocational preparation. This arrangement would also have the virtue of making school experience more meaningful, an important objective for this essentially truant population.

The After-Care setting seemed to be the next key component in the vocational service area. This was, after all, the area where the "pay-off," if any, would occur; i.e., it was in the community where the boy would or would not establish himself in employment, and thus he would demonstrate the efficacy of the new approach. Readiness for work and the ability to maintain a stable employment experience would be reflected in the community. Strengths and weaknesses in the total program would thus be highlighted in a sort of laboratory situation.

While the analysis of the institution was not intended to furnish the specific steps for implementation of any new programming, it did furnish concepts and many specific leads for future use in establishing a service area. It was on the observations which were made during this phase that the ultimate program was based. Furthermore, it was the relationships the specialists established with the various department heads that made it possible to propose a program and eventually to start its implementation.

The Contribution of The Children's Village Philosophy

The philosophy and principles which govern The Children's Village program furnished a foundation upon which to build the vocational approach and a focus around which to shape it. The concept underlying service is that it must be comprehensive and total--comprehensive in that all required services are provided, and total in the sense that each boy's total needs are met. It is further established that all service be offered within the agency structure--under one roof, so to speak. Due to the multi-disciplined approach that comprehensiveness requires, integration of service is of considerable importance, and it is accomplished through a well developed pattern of close teamwork among disciplines. Teamwork is not merely an efficient way of working together but also a way of combining the various clinical services to create the milieu therapy which is a chief component of the total program.

In the rendering of clinical service, a developmental approach is followed throughout. This starts with observation, evaluation, diagnosis and selection of objectives; followed by prescription of the type of service which it is felt will produce the desired development. Re-evaluation of each boy's status and changes in prescription are regular steps taken in the process of working with each boy. It is noteworthy that the prescription aspect is not merely one of designating a service area, but involves as well a statement by the staff of the desired objective and the proposed manner in which the service should be rendered to accomplish the objective. Thus, rather than having a series of disciplines working with the boys, there is a total institutional environment which is so molded as to be therapeutic in every aspect.

The work with each boy emphasizes those areas which at any one time are felt to be most significant in his particular situation. Through the selective and tailored use of services, the boy is gradually prepared for resumption of community living. There is recognition of the fact that the boys are retarded in many of the vital areas of adolescent living and that growth for them to be put on a par with their peers will be gradual because the problems which have retarded the growth must be alleviated in order for normal development to be resumed.

Formulation of the Project Program

All of the foregoing information supplied a fund of knowledge which was drawn on in formulating the proposals for a new type of programming devoted to the vocational sphere.

In considering the nature of the population and its problems, it was clear that the major factor to be borne in mind was not that the boys were delinquent, but that they were young, bewildered, maladjusted adolescents with thwarted needs and limitations of adaptability. It appeared that only secondarily ought cognizance be taken of the fact their problems were expressed by violation of societal norms. The approach that was adopted to the population was focused on emotionally disturbed youngsters whose acting-out, law-violating behavior had called them to our attention. This behavior was seen as symptomatic of underlying disturbance rather than as the basic problem to be worked with.

The general aim of vocational rehabilitation in this project was to help the individual boy to overcome the limitations imposed on him by this psychological state and environmental situation, both of which tend to be handicaps in any ultimate attempts at vocational adjustment. This aim was to be accomplished through specific programming and a marshalling of the intramural and community resources necessary to meet each boy's particular needs. The focus of the residential aspect was to be on the preparatory or make-ready experiences for the boys' After-Care adjustment, i. e., pre-vocational experience was to lead to vocational experience.

It had been found that each boy develops different intensities of relationship with his peers and with authority figures in a variety of work, play, school, and living activities incorporated in his program. It was this observation which made it possible to assume that the activities of a vocational rehabilitation program could serve as a means for personal, social, and vocational growth of the boy. This ultimately could lead to improved total community adjustment, with vocational adjustment as an important aspect. The rationale of the approach which was to be adopted was also based on the observation that this motor-expressive adolescent population is able to make use of activities for constructive purposes--growth through experience.

An organization of activities with a vocational goal-focus was indicated. It was felt that these activities could become maximally effective if they were organized into sequences correlated with occupational levels, e. g., on the entry level, calling for no prior experience or training; and occupational demands, i. e., learning, taking responsibility, taking direction and criticism, and developing stick-to-itiveness. As the program focus was conceived, each boy would enter on an activity level on which he could succeed. Thereafter he would hopefully experience a continued series of successes which would permit him to undertake successively more demanding activities. With continued success and approval of peers and important adults, it was felt that the boys would acquire increased self-esteem and heightened motivation, meet increasingly rigorous limits, develop a growing investment in achievement, and prepare themselves to meet the similar demands of vocational and community adjustment after discharge from the Village.

In accordance with Children's Village practice, the new service would be integrated with the other clinical services. Thus, while receiving vocational service, the population to be served by this Project would continue to be provided with therapeutic counseling, remedial education, and personal adjustment services. These therapeutic services would continue to be rendered by the established departments, but it was anticipated that the departments would incorporate a vocational rehabilitation focus into their work which would relate to educational and/or vocational adjustment.

It was planned that the departments would offer vocationally oriented activities or take a vocationally oriented approach toward existing activities, and the program proposal and protocol were prepared to embody this concept. Vocational rehabilitation would act as consultant to the other departments and coordinator of their efforts to implement a vocational focus. Vocational rehabilitation would act as inovator and experimenter with regard to vocational activities. This would be reflected in service only insofar as other departments would implement what vocational rehabilitation would recommend. In other words, rather than develop and operate its own service, vocational rehabilitation was to develop the vocational potential inherent in the activities of the other therapeutic areas. This philosophy of service was embodied in the project protocol.

Need For The Study

The National Concern

When this Project was proposed six years ago, the increasing incidence of law-breaking behavior of youngsters was causing national concern. Today, it seems almost unnecessary to give evidence of this concern, and to justify the need to develop effective programs of treatment. In the intervening years, the problem and its management have become illuminated through the living experiences of clusters of our nation's youngsters, and we are now surrounded with concrete actions to implement voiced concern.

In 1960, there was a need to begin such a study as this, for it was then that the vocal groups in the nation were not so much concerned with youth development as with crime prevention. Professional journals and organizations, and mass media were calling attention to the plight of our younger generation. The United Nations reported that juvenile delinquency was on the increase throughout most of the world (N. Y. Times, May 22, 1960), and expressed a fear that half the delinquent boys sent to training schools in the United States would end up as adult criminals. The magnitude of the problem was in part gauged from statistics cited by Dr. Howard A. Rusk (N. Y. Times, September 20, 1959 (who, in defining the problem of youth crime, reiterated that delinquency cases handled over the country by juvenile courts had increased 137 percent between 1948 and 1957, while the population between the ages of 10 through 17 increased only 28 percent during this period; that between 1952 and 1957 arrests of persons under 18 years of age increased 55 percent, whereas the population in the 10 through 17 age group increased only 22 percent; and that in 1958 there was an 8 percent increase over 1957 in the number arrested under age 18. Not only was the number of young people coming into conflict with the law increasing, but the crimes committed by juveniles were becoming more serious. Such an increase in frequency and severity of juvenile delinquent behavior has continued and increased to date.

The population universe to which the study results were to be directly applied included all male adolescents with emotional problems throughout the country adjudged to be juvenile delinquents and who would reside in treatment centers. It was felt that some of the more successful rehabilitation techniques would warrant testing for applicability and value in non-residential treatment programs in the community and in community based programs for delinquency prevention.

Statistics and predictions from the Bureau of the Census indicated a 48 percent rise of delinquency of children, ages 10 to 17 by 1970. Statistics from the Children's Bureau indicated that 45,000 children, between the period of October, 1952, and September, 1958, were served in training schools. In view of the fact that most children referred to training schools were delinquents who were assumed to be potentially vocationally maladjusted, the need for exploration and development of vocational treatment methodology became more vital and apparent. It was felt that effective programs of vocational rehabilitation introduced at a strategically appropriate time, might help children committed to institutions to develop their potential for constructive activity, thus providing them with the means to improve their economic, social, and cultural status, and hopefully decreasing their motivation for continued anti-social activity.

Of course, every generation has had its juvenile delinquents, but rarely has there been so great a reaction in terms of the recognized need for social action. The originators of this project hold work to be a significant aspect of behavior and therefore a priority area for social action.

Characteristics of the Delinquent

The majority of committed adolescents come from multi-problem families. From a psychological standpoint, they manifest low frustration tolerance, impulsiveness, and inability to delay needs gratification; lack socially acceptable behavior standards, posses low self-esteem, and demonstrate poor reality testing and poor judgement. Social mobility is relatively infrequent. The group is marked by cultural deprivation and limited educational achievement. There is a lack of definitive training for an occupation, and there is continued exposure to similary circumstanced peers and to adult males in the family and neighborhood who are marginal workers and are frequently unemployed. In this group, work is a lowly valued form of activity, and it is perceived to satisfy the need for subsistence alone rather than for status as well.

Practices in Other Settings Similar to The Children's Village

Vocational service was essentially an undeveloped area in residential treatment centers in the year 1960. A mail survey was conducted by Project staff of a total national sample of residential treatment centers for emotionally disturbed and delinquent boys and girls. It was conducted in order to (1) determine the nature of vocational services provided in these settings and (2) identify those institutions whose experience could be utilized in shaping The Children's Village program. The sample was compiled from the Directory for Exceptional Children. All 327 residential treatment centers or state schools in the United States which were listed in this directory were contacted. Letters with return questionnaire postcards were mailed to these 327 centers. Of the 327 letters, 306 were deliverable. Responses were received from 187, or 61% of the 306 institutions contacted.

Table I indicated the proportions of responding institutions which acknowledged the presence of each service listed in the questionnaire.

Table I

Vocationally Oriented Services Provided in Responding

Training Schools or Residential Centers

(N - 187)

Services Provided	% of Centers
Vocational counseling - individual	66
Vocational counseling - group	32
Work oriented activity programs	71
Training in specific skills or trades	58
Job/Educational placement upon discharge	44
Follow-up services for more than 30 days	48
Formal evaluation of services listed	19
No vocational services provided	12

The data in Table I indicate that a majority of the 187 institutions responding reported that they provided work oriented activity programs, individual vocational counseling, and specific skill training. Less than half of the institutions provided follow-up services for more than 30 days, job/educational placement upon discharge, and group vocational counseling. Only 19% indicated that they made formal evaluation of the services provided.

In order to obtain a better understanding of how vocational services were operated in these programs, a more detailed questionnaire was sent to the 164 treatment centers which had indicated the presence of at least one specific service. This questionnaire was returned by 96, or 59% of the 164 centers. Of the 96 centers responding, 46 were under government auspices and 50 were private. The results follow.

Who Performs Specific Vocational Services?

For each specific type of service, information was obtained about job titles, the major field (by training or experience), and the level of education of the people who usually perform the service. Table 2 presents by major field the proportion of personnel who performed each of the various services:

Table II

Percent Performing Service from Field Indicated

	Counseling		Placement		Follow-up
Major Field	Individual	Group	Job	Educational	Services
Social Work	45	23	54	33	57
Education	25	55	14	48	10
Psychology/Psychiatry	11	6	11	15	26
Vocational Guidance, Counseling	11	5	7	0	2
Vocational Rehabilitation	6	0	7	0	5
Other	2	11	7	4	0

Table II indicates that the majority of those rendering both job placement and follow-up services as well as the largest number of those doing individual counseling come from the field of social work. In contrast, most of those rendering group counseling and educational placement were from the field of education, but sizeable minorities (23% and 33% respectively) were from the field of social work.

Services Given

Individual Vocational Counseling

In about one-third (35%) of the settings, individual counseling was provided for all boys. In the remaining centers (65%), counseling was offered on a selective basis. The major basis of selection for individual counseling was the boy's age, (47%) while in only 13% of the centers was it based on a need for counseling. The questionnaire did not explore the need criteria in use by the respondents.

Group Vocational Counseling

In a minority of the institutions (23%), group counseling was given to all the boys. In the remaining centers (77%), group counseling was limited to some boys, the major basis for selection being the boy's age (47%), while the need criterion was applied in only 12%.

In the typical center providing group counseling, this service starts at Intake or near the beginning of treatment (58%). In a minority of cases (17%), it starts near the time of discharge. In the vast majority of institutions (92%), counseling terminated at discharge or shortly before release.

Work Oriented Activity Programs and Training in Specific Skills or Trades

Work oriented activities were, in most cases, focused toward the development of skills (33%), work adjustment (32%), and exploration of skills and interests (29%). The most frequent bases for assignment were interest (25%), age (19%), aptitude (18%) and educational level (9%), with a small representation of other reasons including health, experience, and readiness.

Job and Educational Placement Services

Forty-four percent of those centers reporting gave job and educational placement services. The majority of those doing job placement (54%) came from the field of social work, while the largest number of those doing educational placement (48%) came from the field of education. A minority of those individuals doing job placement came from the area of education (14%), but a sizeable minority of people doing educational placement came from the area of social work (33%), while only (10%) had a vocational guidance background.

The following conclusions stem from the survey: (1) the majority of those institutions reporting did have some form of vocational service; (2) the majority of those rendering such services came from the field of social work, with education placing a close second; (3) individual vocational counseling was offered in a minority of institutions reporting; (4) age was the most widely used criterion for selection for vocational services; need was the criterion least used. Based upon the foregoing observations, it was safe to conclude that vocational service rendered by the vocational specialist in an integrative, developmental manner was indeed missing from residential treatment centers. The opportunity to share the experience of others was non-existant. The need for this type of project was evident.

To update these findings, it is noteworthy that the vast majority of the newly-established anti-poverty programs have placed significant emphasis on vocational development and preparation of youth. Focused as they are on the disadvantaged segment of the population, these programs are serving that group which yields the vast majority of adjudicated delinquents. The originators of these programs have faced a situation similar to that which confronted this Project's staff. They, as we, had no background of previous experience to utilize and hence have had to create and experiment. This study with its gradually developed vocationally oriented program, together with its experimental evaluation and its conclusions reached, provides a foundation for future programs involving similar populations.

CHAPTER II

THE PROJECT PROGRAMS

Early Philosophy

A Coordinating Medium for Existing Services

The fundamental beliefs which led to the formulation of the protocol have already been stated. The Project protocol was a guiding document. It was a conceptualization involving the clients' needs, treatment objectives, the tentative program blueprint and a probable plan of implementation. Since the purpose of a research and demonstration effort in general is to test hypotheses and through this testing substantiate, disprove, or refine original concepts, so it was that the specific attitude of the Project staff was to challenge its own philosophy of vocational rehabilitation as it applies to the treatment of the Project population through specific, programmed services.

The initial efforts of the Project were directed toward becoming oriented to the philosophy and practices of residential treatment at Children's Village. Simultaneously, a survey was made of the literature dealing with residential treatment, institutional care of juvenile delinquents, and the etiology and treatment of anti-social, emotionally disturbed children. This entire approach sought to determine the theoretical soundness of the original Project plan and the feasibility of program implementation in The Children's Village setting. Children's village, recognizing the individuality of the needs of the emotionally disturbed anti-social child, had organized and developed a coordinated program so that his needs could be met and social and emotional maturation take place through treatment. The core of that program was the diagnosis and treatment through the coordination and integration of many professional disciplines and related services.

In a discussion of the relationship of the 'helping professions,' in Basic Concepts in Vocational Guidance, Herbert Sanderson (22) wrote ". . the value of the team lies not in the additive combined efforts of several individuals performing approximately the same function, but precisely in the differentiation of functions and the specific contribution each member of the team can make. In a team relationship, it is imperative to define the responsibilities and functions of each participant in order to effect optimum helpfulness for the client."

In this spirit, the Vocational Rehabilitation Research and Demonstration Project embarked on the process of becoming a new member of an existing team. It was necessary to define its function and the specific contribution that it could make, and it was the translation of written definitions and proposed contributions which had to be proven through demonstration.

An awareness on the part of the existing team of the need for vocationally directed activities in the residential treatment of boys helped to facilitate this process. The programs of the educators, the recreation, and the child care specialists made available a variety of work related experiences to which boys could be exposed as a part of planned treatment. Nevertheless, in the development of such treatment plans, there appeared to be only a beginning awareness of total diagnosis and treatment of the individual boy and the process through which vocational adaptation takes place.

The next step was to explore methods and techniques of providing vocationally oriented services integrated with the then existing therapeutic services. This was begun through the initiation of a survey of existing activities for vocational content. At the same time, it was deemed necessary to explore and determine what vocational rehabilitation techniques could initially contribute to the existing Children's Village program and in what program areas these techniques would be effective and ineffective. There was also a need to identify those problems basic to the introduction of a vocationally oriented program and find appropriate solutions, and it was desireable to possess this knowledge before a permanent program was introduced. For these reasons and because of the recognition that role definition and understanding could be communicated best through demonstration and participation, a pilot program was conducted in the summer of 1961.

The first attempts at implementing the pilot program involved a series of conferences with the heads of the various departments, and following these, with departmental supervisors and line staff. The purpose of these discussions was to orient the team to the aims of the Project and the intended role of the new discipline in the summer program.

In the previous year's summer program (1960), a Work Group Project involving a small number of carefully selected boys had been conducted by the Community Center Department with the assistance of The Maintenance Department. This Project had appeared to be worthy of repetition and it had also demonstrated to the Administration that the Director of that particular department and his staff were most receptive in relationships between work and treatment. This activity was to be repeated in the up-coming summer program, and as the Executive Assistant stated "we saw this as an opportunity to take one department and make this sort of an example. . . to open the arms of others." This Department Head, following the administrative suggestion, offered his cooperation to the Project and the use of the work activity groups for pilot program purposes.

The objectives of the pilot study, as previously stated, were numerous. In the main they could be classified in three major areas - treatment, structure, and research. This was an experimental venture which revealed problems, some solutions to problems, and clues to the solution of other problems not immediately resolved. Such problems will be discussed in detail in Chapter V. In this section, since we are relating specifically the introduction of the vocational program to Children's Village, we will confine ourselves to a discussion of those aspects of the summer program which altered our original concepts of an appropriate program model. The vocational rehabilitation techniques explored in the pilot study were individual and group counseling, and individual and group work experiences. The pilot study was also used to critically evaluate clinical and background data derived from members of the treatment team for completeness and relevancy to vocational assessment and treatment purposes. In addition, the active participation in the integrative and planning activities of a dynamic team served to tease out problems in role definition and inter-disciplinary communications as they appeared in the treatment process.

The effectiveness of vocational rehabilitation techniques was determined by comparing individual attitudes and behavior on initial assessment with attitudes and behavior at the end of the pilot study in terms of the progress made toward treatment objectives.

Individual counseling was found to be a feasible technique when used as a means of reinforcing desireable attitudes and behavior. It was most effective with those boys who had at least become sufficiently aware of their manifest needs to attach meaning to the counseling relationship.

Group counseling was also found to be an effective technique but we will describe this process in some detail as it took place in the summer program since the label "group counseling" is applied to many types of group oriented treatment techniques.

The purpose of group counseling was to assist those boys engaged in summer work activities to derive meaning from their experiences and with this meaningfulness, to relate their experiences to their individual vocational needs. Three formal group counseling sessions were held. They involved from 10 to 25 boys. The topics discussed were introduced by the leaders in most instances, although several times during each session the boys were free to introduce their own topics for discussion. They were entirely verbal; i. e., they took place on an ideational or conceptual level.

There were continuous informal group counseling sessions which were in a sense spontaneous in that they were conducted in recognition of situational needs. They were usually held within the work setting. They treated problems which had a direct bearing upon the immediate activity. They were either leader-directed or boy-directed, depending upon the nature and purpose of the session. Concrete demonstrations were used in many instances to support ideations. It was in these informal group counseling sessions that the boys were best able to derive meaning from their group work experiences. We feel that this was so because the sessions contained more of the elements, such as dealing with real rather than imagined problems in a concrete manner, which are more appropriate to this type of population. In some instances this process may have been more properly called group orientation; in others, group instruction; and in still others, "bull" sessions.

We fell that nomenclature at this time is unimportant. We are of the opinion that the principal ingredient necessary in group counseling is the socialization of individual values and ideas which in turn provide for the individual a frame of reference upon which he can alter his values, motives, attitudes, and characteristic modes of adaptation. In these sessions this ingredient was present. These sessions enabled the boys to derive meaning from their summer experience. On the whole, no evidence was seen of the fact that the group was able to relate these experiences to individual vocational needs. This was best accomplished through the adjunct of individual counseling.

The manner of selection of boys for the work program was dictated by Children's Village's existing methods rather than by prescribed vocational criteria. Boys were allowed a freedom of choice in the selection of work activities if these choices were consistent with their most recently developed treatment plan.

Seventy-one boys participated in the program. Thirty-nine, or 53% were in the summer program from the beginning until the end. Thirty-two, or 45% dropped out in favor of other recreational activities. All of these 32 "dropouts" with the exception of one were in group work activities. Only one out of ten boys in individual instruction dropped out.

The reasons for requesting the changes were as follows:

> not enough individual attention; misconception upon entering the work program; desire to follow their peers into another activity; preference for a particular group leader; desire for variety of activity; expectation of rewards; desire for status; and, in some instances, desire to experiment with new activities.

From these reasons for change we could safely assume that these boys were seeking something from the work activity which they were not getting. It is possible, then, that these were the incentives that led them to originally volunteer for a work group.

In tallying the frequency of each of the previously listed responses for dropouts, we found that out of 32 who dropped out, only 3, or less than 10%, left the work program because they received no money. This number was only 1-1/2% of the total number of boys involved in the summer work program. This would imply that pay was not a chief motivation towards the participation in the summer work program.

Only one boy dropped out because he was not getting enough individual attention. Only one individual asked for a change in program from work to a recreational area in order to be with his friends. Two participants discovered that the content of the work program was not as they expected; two dropped out because they preferred play activities. On the other hand, we found that eight boys, or 25% of those leaving work activities, actually left because they were unable to tolerate work over a long period of time. Another six boys, or 18%, did not derive sufficient satisfaction from a work situation. This may have been because the work activities were not appropriate or it may have been because of an immature attitude towards work in general. Nevertheless, it would seem that the majority of those boys participating in the summer work program did so not because of a desire for material gain, but rather for the satisfaction of their individual inner needs.

In answer to the question of how the work groups revealed guide posts upon which to develop a positive work activity, we made the following observations. We observed that those boys who were the most productive during the summer in the "ampitheater" group were also the very same boys who consistently remained in the program from start to end. In evaluating the individual satisfactions derived from the work activity among these particular boys, we found in one instance work was the only means by which this individual could maintain a sense of status in a peer group. He was unable to perform adequately in competitive sports and consequently always gravitated toward work activity. For another individual, we found that he seemed to be seeking a more mature, masculine, adult role; engaging in a work activity seemingly appeared to him to be such a role. For still another boy, we found that he expected to be discharged at an early date and, by exposing himself to work activity, he considered that he was conditioning himself to the demands of a competitive work situation or, in other words, readying himself for employment outside Children's Village.

For each of these individuals, work had a personal meaning. We could not safely say these boys saw any social purpose in the work being performed even though they, as individuals, were deriving something from the activity. We observed that one of the best workers in the group was able to organize his activities himself. He had sufficient understanding of the activity in which he was engaged to know what he was doing and why he was doing it. These factors contributed to his productivity; in boys where sufficient understanding of what they were doing and why they were doing it was not given, these boys were the least productive.

Thus far, we had established that individual and group counseling were techniques which could be utilized as planned. It was necessary, however, to re-examine the means by which existing resources would be utilized. We had learned that the work experiences, if they were to be utilized most effectively for treatment purposes, must be organized with vocational objectives and it could not be expected that those primary objectives already built into existing programs would be sacrificed for those of another discipline. It was at this point that we began to experience the full significance of practicing in a setting where the environment could be controlled. We could continue to seek to utilize those existing resources which would be vocationally beneficial to the population, but, further than this, we could greatly enhance vocational treatment by creating new specific vocationally oriented treatment resources at the very onset of the service phase of the program. Evidence of our thinking was reflected in a 1961 evaluative report of the summer program in which it was stated:

> "This contribution of the work group activity could imply that even in poorly structured group work activity with the supportive elements of individual and group counseling, individual therapy, and good relationships with staff, it can serve a worthwhile purpose. We would assume, therefore, that if, with a minimum of planning, a boy can undergo positive changes, even more can be expected from a better planned activity."

After testing out the effectiveness and ineffectiveness of the summer work group experience, we hypothesized that the following experiences would be from the basis of vocationally planned activities:

-an experience that can be perceived by the boy as being meaningful to him; in this sense it should provide for the satisfaction of a recognized manifest need-

-an experience that is explorative in the sense that it will enable him to find out more about who he is as a person and what he can do as a person-

-an experience that contributed toward his sense of self-worth in that what he can do has social value-

-an experience that is appropriate to the boy's capacity to deal with it successfully and thus enforce his capacity and willingness to move upward-

-an experience that is socializing in the sense that the boy can become more aware of what is expected from him as a contributing member of society-

An Independent Service Parallel With Other Services

The pilot program terminated at the end of August, 1961. The Vocational Rehabilitation Project staff had at this time begun to recognize the value of developing and conducting vocationally focussed programs of their own. At this point, recognition not only stemmed from the experience of the summer program, but the Project had run into passive resistance on the part of most departments in the attempted survey of their resources for vocational content. In addition, the unexpected active resistance of the department with key resources, the school, made it seem improbable that their industrial arts program could be enhanced so that it might contribute toward Project objectives. Further, from observations gleaned from informal and formal conferences it began to appear that the Project was developing an image of an experimental program or a research project which would disappear in time and was intended to help only boys who would be returning to the community to work. The concept of helping a boy in school remain in school could not be put over in the many theoretical printed and verbal statements which Project staff had made. It appeared that techniques had been demonstrated successfully in the summer program, but role definition had not. The philosophy that vocational rehabilitation brought with them into residential treatment, that of complete utilization and coordination of resources, appeared to be opposed to the philosophy of each specific discipline administering a certain phase of treatment. It was the Project staff's recognition of the valuable contribution that could be made as an independent service parallel with other services which caused the Project staff to accept the challange of introducing its own programs. Out of the resistances of The Children's Village team and the positive experiences in utilizing vocational rehabilitation techniques came the realization that vocational rehabilitation not only needed an identity, but had an identity in the residential setting through the department structure.

The problems which came with the initial passive resistance of the team were not all solved immediately. Because the means by which such problems were resolved might be of specific value to the future efforts of others who may seek to introduce this new discipline in an integrative fashion into other residential treatment settings, they will receive special coverage in Chapter V.

Thus far we have indicated that a change was in order. We have fixed the cause for the change on the conflict between the philosophy of vocational rehabilitation and residential treatment. We have accepted the means of resolving this conflict as the necessity of adapting vocational rehabilitation to the philosophy of residential treatment and we have further indicated that we expected that this change would strengthen the Project's efforts rather than weaken them.

Services Provided - Residential

Individual and Group Vocational Counseling

As boys moved through the Project programs from initial referral to return to the community, the focus of counseling shifted in order that their changing needs would continue to be met. The three foci of counseling were as follows:

(1) Assessment Counseling

(2) Developmental Counseling

(3) Pre-placement Counseling

Assessment Counseling

While we were learning about the boy, we were helping him to learn about himself. His awareness of his interests, aptitudes and goals was considered a pre-requisite to his satisfactory vocational adjustment. From the first meeting of the boy with Project staff, discussions of his interests, plans, values and goals were vocationally focussed in an attempt to increase awareness of his feelings and attitudes toward jobs, working and acceptance of responsibility. No group counseling took place during this phase of the program. All sessions with the boy were on an individual basis.

Developmental Counseling

The emphasis of our interaction with the boy was on helping him to develop positive, constructive values, attitudes and habits which would contribute toward eventual success in obtaining suitable employment and continuing in employment for protracted periods despite work pressures and frustrations. Developmental counseling took place both in group and individual meetings. The goal was for vocational development to proceed in a socially acceptable direction inasmuch as he would have to function in a society which is not accepting of asocial or anti-social attitudes.

Pre-Placement Counseling

When information was received that a youth would shortly be returning to the community, counseling took on a different focus. In the community, the boy would have available to him only occasional supportive counseling. He would be more on his own than he had been during the few preceding years, and it would be easy for him to regress, to become frightened or anxious, and to lose much of the ground he had gained while in treatment. Pre-placement counseling was concerned with not only employment, but with total community adjustment. By the very nature of the age of our population, many of the Project boys would be returned not to employment but to school. At best, an after-school job might be obtained until a few years had passed when they would graduate, or come of age to leave school. One of the primary foci of pre-placement counseling was the creation and reinforcement of ego strength, or self esteem. Our experience with this population had indicated that much of the difficulty that many boys faced upon their return to the community was the result of feelings of inadequacy. Increased self confidence would help the boy to cope with the very real difficulties which he would face when attempting to re-adjust to living in the community, often a community in which negative or delinquent values were preponderant.

In addition, during this time, an attempt was made to provide the boy with increasing success experiences within the Project programs. A good feeling about the successful completion of a Project might be carried into the community and might be remembered when the time came to make a decision between working or "hanging around," between giving up or holding on, between "knocking over" a store or making a living in it.

Evaluation and Testing

As soon as possible following referral for vocational services, the Project Vocational Counselor initiated the process of vocational evaluation. Evaluation, as an on-going process, continued during all phases of the boys' progress through the program.

Although the initial step was always the same, the process of evaluation varied with each boy. This initial step was a series of structured interviews, during which his receptivity, motivation, interest and level of vocational development, among other factors, were considered. This process lasted from one to four interview hours. As an aid in the evaluation process, certain tools were utilized by the Counselor. These tools, or "tests" were administered by the Vocational Counselor depending upon his evaluation of the need. Thus, some boys received a full battery of tests, some received a partial battery, and some were not tested.

In some cases, these tests were administered during the initial assessment. In others, the testing was carried out as the boys were progressing through the program, and in selected cases, tests were administered during both of these periods. The following instruments were used:

Flannigan Aptitude Classification Test Battery (FACT)

Geist Picture Interest Inventory

Kuder Preference Record, Vocational

Pictorial Study of Values

In addition, the following instruments were available as part of the full battery, and were used as needed:

Crawford Small Parts Dexterity Test

Differential Aptitude Test

Human Relations Inventory

JASTAK Test (Jr. H. S. level)

Minnesota Clerical Test

Minnesota Rate of Manipulation Test

Otis Quick Scoring Mental Abilities Test

Pennsylvania Bi-Manual Work Sample

Purdue Pegboard Test

Vocational Apperception Test

Generally, these "tests" were placed in the categories of either aptitude tests or interest inventories, although a few were also used in an attempt to assess values. Since our group did not correspond to the groups used for standardization of these instruments, the results were not used rigidly as being absolute, but were treated as clues, indicators, or guides in and of themselves, and not in comparison to the established norms for the instruments.

Following the initial assessment of the boy's needs, as determined by the Counselor, a vocational prescription was completed. Thus were outlined, in simplest form, the specific vocational treatment needs of the boy. Using the prescription as a guide, the Counselor and Work Supervisor worked together toward helping the boy to achieve the stated goals. As the continuing assessment of the boy showed change and/or progress, the prescription was modified accordingly. This process continued until the boy left the program.

Occupation Orientation

Occupational Information

The information about jobs which is necessary for the choice and decision making processes in counseling was given to the counselees in a variety of ways. The reasons that the counselee should have this information has been stated in general terms previously, but more specifically, the best decisions in vocational counseling come about not only through adequate knowledge of one's capabilities and interests, but also through knowing in what fields they may be applied. Further, the choice process among youngsters may not always be based upon self-knowledge. The point is, that even when they have sufficient self-knowledge, and when they are consistent in their interests, the choice making process can be no broader than their own awareness of the field of choice. For this reason they must be given information about the world of work.

As resources, the Project used the traditional guidance literature, such as Chronical Publications, The Occupational Outlook Handbook, and all of the many sources for free literature which are available to the counselor. In addition to printed literature, a library consisting of slides depicting selected jobs within the Project work program was developed. These, too, were used to impart information to the counselees.

The manner of imparting occupational information was dependent upon the level of vocational maturity of the counselee, his ability to read and understand printed material, the degree to which the boy was willing to involve himself in counseling, his attention span, and such other factors pertinent to his ability to receive vocational information. These factors would be to determine the "when" and the "how" of merging the occupational information growing process into the boy's counseling and treatment. An example of the "when" would be the combination of the orientation of a boy to a new work program with showing him slides of the work program jobs. He would then be learning about jobs and also about the new program. An example of the "how" is when the counselor read and interpreted selected excerpts from the Occupational Outlook Handbook to the youngster whose reading level was low. This was done to insure that the boy had an understanding of the material and also it would serve as an on-the-spot method of detecting boredom or interest. Other times, materials were given directly to boys to read and often boys were told where they might go to seek out information on their own. Even with this individual approach to the imparting of vocational information, it soon became evident that the majority of youngsters being counseled were interested in a very narrow range of jobs. This observation was insufficient to conclude that the methods being used were ineffective since many other variables might be affecting the individual's responsiveness to utilize such information in the counseling process. The Project staff, nonetheless, was very much aware of the general limitations of the population in dealing with the non-concrete and it was felt worthwhile to try more concrete means of imparting such information. The method decided upon was field visiting.

Field Visiting

The fundamental purpose of the field visiting program was to afford the group the opportunity to visualize, in a concrete manner, the variety of tasks, people and settings which exist in the world of work. Beyond this objective, it was hoped that such visits would help sharpen the boys observational powers, insure their understanding of the relationships of tasks, and to help them gain some awareness of working people and the conditions of work as they varied from setting to setting.

It was planned that experience gained in field visiting would take place according to a sound treatment rationale. We adopted, for this purpose, Field's theory (See Harvard Studies #26) which suggested that "individuals choose actions which fit their current notions of: 1) what they are like; 2) what they can be like; 3) what they want to be like; 4) what their situation is like; 5) what their situation might be like; and finally, 6) the way they see aspects of self and situation being related." It was the aspects of "what they can be like" and "what their situation might become" that field visiting would stress. It was felt that the other features would be developed in individual and group counseling encompassing the individual boy's level of vocational maturity.

Description

Field trips were made in groups of four to eight boys with a rare group visit involving as many as twenty boys. Each visit was preceded by an orientation session which covered a description of the facility, notations of possible items of interest, and deportment to, from and during the visit. Each participant was assigned a specific operation to observe and later share his experience with the group. On some visits a boy was assigned to take photographs of particular operations which were used in follow-up sessions in order to reinforce experiences. While the orientation session preceded the trip by a day or two at the most, follow-up sessions took place within the succeeding seven days.

Such techniques as audio-visual aids, taped group sessions, role-playing and utilization of practitioners in the respective fields were employed.

A total of fifteen (15) field trips were made between June 1964 and June 1965 and 34 boys involved in one (1) to six (6) trips each.

Observations

Evaluation forms were devised and used not only to measure the overall experience of field visiting as a technique in the vocational process, but also to "tease out" certain answer to questions inherent in formulating this kind of program. Such questions which troubled the innovators of this program were: the degree of choice to be given to the boy regarding the selection of the places to visit; are there any selection criteria appropriate for 13 to 15 year old boys?; the frequency of trips; is there a "saturation point;" are fringe benefits (snacks, ice cream, soda) motivators or detractors; should the group be stabilized or flexible; should one person conduct the trips or should the boys' counselor personally participate.

It was seen that the vocationally immature boy tended to focus upon superficial matters such as an unusual piece of equipment, the graciousness of an employer in providing lunch in the plant cafeteria or to relate to the tour conductor. (This observation tended to parallel the same tendency of boys when first assigned to the Work Activities Program. They identified first with the craftsman and secondly to the job.) The more vocationally mature boy seemed to focus on environmental conditions and the operations.

The frequency of the field visits did not seem to have any bearing upon the utilization made. Whether the boy made a weekly or monthly visit was felt not to be meaningful. The grouping of the boys did play a significant role in the success or failure of a particular visit. A group saturated with boys who exhibited overt aggressive behavior tended to be less instructive than when these same boys were dispersed among many groups. The mixing of age groups was not any less successful than the striated age groups.

Fringe benefits (rewards of ice cream, cake, candy, etc.) were eagerly received but did not act as either motivators or reinforcers.

Group follow-up sessions were disliked by the boys who tended to regard them as quizzes much in the same manner as a school examination. However, in individual counseling sessions, the boys were better able to relate their experiences to their own life situation and what they conceptualized for themselves. The type of establishment visited was not significant to the more vocationally mature boy. He could relate observations of any apparently unrelated occupation to his own interest level.

Significantly, those boys who were accompanied on the trips by their counselor were better able to make constructive use of their experiences in the individual follow-up sessions than those who were accompanied by a counselor with whom they did not have a relationship.

Summary

It would seem that field visiting can serve a very useful, constructive purpose in the developmental vocational process of the more vocationally mature boy. It is of some, although limited use, to the less mature. (Perhaps, a more longitudinal follow-up study in another program would be helpful in evaluating this point.) Groups can and should be mixed for age and emotional problems. Group follow-up sessions should be avoided and individual counseling follow-up sessions more desirable. Whenever possible the counselor having a relationship with the boys should be the tour conductor.

Work Exposure (Introduction)

In applying vocational rehabilitation principles to the residential treatment setting, Project staff viewed vocational adjustment as part of community adjustment and, therefore, an important goal was to assess, develop, and utilize all resources, both personal and environmental, to effect total adjustment. The vocational program introduced by the Project staff was designed to assess the boy's vocational needs, and utilize the total milieu to bring about the eventual stabilization by the boy of a useful and satisfying life. This program was rendered through both the existing resources of The Children's Village and through the vocationally loaded innovations developed under the project.

The problem inherent in this approach lay in the fact that The Children's Village was an amalgamation of structured experiences, each with a specific focus and each under the direct control of an existing department. Thus, no existing resource could be utilized with a vocational focus without losing some of its own integrity. Vocational rehabilitation could continue to recognize the implications of resource area for the boy's vocational developemnt, but it had also to provide structured experiences independent of other resources. Accordingly, two vocationally focused activities were created. They were called the Work Activity Program and the Auxiliary Maintenance Corps.

In proposing the new program, cognizance was taken of two existing activities within the Village designed to help in the transitional process. One was a work group in the Community Center Department and the other was a program then conducted jointly by the Education Department and Service Division called the Scholarship Program. The Scholarship Program was singled out as a possible nucleus for a new program since (1) administration and staff involved in the program felt it to be an inadequate transitional resource; (2) the activities of the Scholarship Program were work oriented; (3) it was known that the artisans involved in the Scholarship Program desired to contribute in some further way to the vocational development of

The Children's Village boy; and (4) administration would permit the funds allocated for the Scholarship Program to be used in its replacement.

The Work Activity Program was structured to include typical job features such as regular working hours. Tasks were ranked according to skill level and complexity. Rewards, both extrinsic (in the form of money) and intrinsic (in the form of increased status and responsibility) were introduced. These were definite and progressive so that the boy could gauge his progress. Artisans were oriented by Project staff to the boy's aptitudes and skills as well as to his needs.

The money was in the form of a weekly salary in three graded steps from 30¢ to 50¢ per hour. Raises were given upon recommendation by the artisan when it was felt they had been earned. Initially, a boy could be paid for as long as he worked. However, this proved to be financially impossible to continue. In addition, it was felt that some boys were continuing to work only for the money, and were not gaining anything else from the experience. Accordingly, the period during which a boy could be paid was reduced to ten (10) weeks. Boys could then leave their jobs or continue to work, without pay, for the additional experience, increased skill and increased knowledge they would achieve. Many boys chose to do this.

The Vocational Counselor attempted to help the boy to understand how an assignment could benefit him and what was expected from him on-the-job. Through supportive counseling, rendered on an on-going basis, the boy was helped to utilize his gains and adjust adequately around his weaknesses. Frequent and continual communication through personal contact was maintained by the Vocational Counselor with the artisan to support the supervisory process and to make maximum developmental use of the assignment. Boys were interviewed by the artisans and 'hired' in order to foster an employer-employee relationship. Assignments were made to artisans in carpentry, masonry, linoleum and tile laying, painting, electrical installation and repair, upholstery, shoe repair, and supply distribution. The new assignment of Assistant to the Work Supervisor in the Auxiliary Maintenance Corps was subsequently created.

In addition to the more demanding activity described above, there was a need for a beginning transitional experience which would provide The Children's Village boy with an opportunity to relate his skills, knowledge, aptitudes, personality characteristics, and interests, in an explorative manner, to a comprehensive variety of adult-like, reality oriented, work activities.

In proposing this activity, it was emphasized that The Children's Village boy learns more readily through experience than through verbal exchange and that most Children's Village boys cannot identify their adjustment problems (in their regular activities of daily living) on a purely theoretical basis. The additional rationale for the establishment of this new activity was based upon the Project staff's vocational assessment of ten (10) boys seen for a pilot study during the summer of 1961.

This beginning transitional activity, The Auxiliary Maintenance Corps, was operated by the Project in cooperation with the Maintenance Department. This department assisted by channeling suitable work projects to the Corps. These projects consisted of all maintenance and repair jobs to which regular maintenance staff would not normally attend and which were of sufficiently low skill and non-hazardous in nature for the boys to manage. Such projects included refinishing furniture, repairing lamps and small appliances, landscaping, and basic outdoor construction. The Project staff conferred with Service Division staff on the purposes and structure of the Work Activity Program and provided them with a manual designed to increase their ability to supervise adolescents. Considerable time was spent in this staff training process because both of these activities represented the merger of vocational development with the therapeutic milieu of the Residential Treatment Center.

Both programs were evaluated periodically and modifications were instituted as Project staff found ways to improve them. As referrals to the Project increased it became obvious to the Project in the second year that a second Auxiliary Maintenance Corps group would be necessary to satisfy the needs of more Project boys for this beginning transitional experience. A second Auxiliary Maintenance Corps was created in June 1963 so that this vocational treatment resource could be made available to all Project boys for whom it was appropriate.

In addition, the Project introduced refinements into the program of the Auxiliary Maintenance Corps. One such refinement was an increase in the variety of work tasks available for the groups. This increase enabled the Project to utilize the self-explorational potential of this resource more effectively. The prestige of the Corps was also enhanced by the fine quality of the completed projects. These projects, consisting of needed rather than made work, drew praise and recognition from boys and staff alike.

Another refinement was an innovation in supervision. Initially, the supervisors in the Auxiliary Maintenance Corps would demonstrate to each boy what he was to do. The boy performed most of the operations to which he was assigned in a mechanical fashion, never really knowing fully why he was doing them. The structure was soon modified so that the supervisor would involve the entire group in the planning of a new project. In a group discussion, ideas which were not feasible were discarded with definite reasons as to why they were impractical. The boys themselves would decide the processes involved in a project and the materials needed. The group was steered covertly by the supervisor so that the final Project plan was one which could be accomplished within the limits of the group's skills and the available materials. The boy who showed the most interest and contributed the most to the planning was made foreman. He would pick and assign the 'men' to the various tasks in the project. A time keeper would be appointed and a tool clerk would be assigned. The pattern of allowing the boys to accept the responsibility for the planning and execution of a job extended from the beginning to the completion of a job. The supervisor covertly controled the entire structure through a consultative role. He, of course, maintained control over whatever disciplinary problems might occur. However, such instances were rare. Boys tended to identify with the adult role they were playing in this adult-like structure.

An objective of the third Project year was to increase the artisan's effectiveness as a supervisor in the Work Activity Program. This was done by the following method. The Vocational Counselor, when making his day-by-day contacts with an artisan, would be informed of some problem the boy might be having such as not being able to remember instructions. The Vocational Counselor in this instance would be aware that the boy was not intellectually capable of understanding complete directions. He would inform the artisan of this and would assist him in breaking the task down into shorter operations which the boy could grasp. On the other hand, the boy might be rushing through a job and not doing it properly. In this instance, the Counselor would ascertain whether or not the artisan had ever told the boy what was more important -- quality or quantity. The artisan would thus learn in these two instances two principles inherent in supervising boys, the first being that boys should be initially given achievable tasks and the second that they should always be told exactly what is expected of them when they start on a job.

Such an approach not only increased the artisans' supervisory skills, but it also helped them to more adequately understand the course of treatment for each boy. They could see more clearly the purpose of the program, and it made them feel more like full fledged members of the treatment team. These feelings were further enhanced by artisans' participation in team treatment conferences. Tangible proof of increased effectiveness could be found not only in daily observations of the artisans as they supervised, but also in the increased skill and productivity of the boys in their charge. Seeing the results of their efforts afforded them the satisfaction necessary to maintain their interest and insure effectiveness in this phase of vocational treatment.

Work Exposure

For Self Appraisal

The initial opportunity for boys to react and to become aware of their own interests, aptitudes and skills in a work-like setting was provided by the

Auxiliary Maintenance Corps. The boys were helped to feel that their efforts in this activity were of value not only to themselves but also to The Children's Village. The projects on which these boys worked were not make-work, but rather were some of the less difficult repairs and projects needed by the Village. The boys were aware of this and their efforts took on additional meaning for them. They had the opportunity to become involved in many kinds of operations as a result of the variety of projects.

The goal was to help boys evaluate each situation in terms of their like or dislike of the particular operation, their success or failure, degree of skill required, and amount of satisfaction derived therefrom. However, this had impact for a selected number of boys because other factors exerted a greater amount of influence on the boys' perception of the particular job at hand.

The strongest of these other factors was probably the status or prestige level of the job as seen by the boy. In the cultural and socio-economic backgrounds from which most of our boys came, status and prestige are of tremendous importance. Carpentry, electrical and construction jobs were seen as being on a higher prestige index than jobs involving painting, landscaping, upholstery or venetian blind retaping. These prestige index levels seem to be a factor of social, cultural, economic and perhaps racial background of our boys. Although they are stereotyped concepts, they are nevertheless real for the boys and lead them to attribute a higher prestige factor to certain occupations, and therefore to certain types of representative operations found in these occupations. Thus, a boy might have indicated that he was not interested in, or did not like, a particular operation, while really indicating that, while he might like it, he preferred to work in another operation which would afford him additional ego reinforcement. Therefore, what the boy was evaluating was minimally his capabilities or interests, and to a greater degree his perception of the job as a status-giving position.

Although the prestige factor proved to be an important one in helping a boy to evaluate his reaction to a particular operation, it was not the only major factor in evaluation. In the A. M. C. this factor took on a greater degree of importance for the boys than might have been desirable, from a purely developmental standpoint.

Another factor which greatly influenced boys' self-assessments in relation to particular operations was their reaction to The Children's Village craftsmen performing that function. Thus, a boy who liked the painter and who hoped to be promoted into a position with him would assess himself more favorably in relation to painting in the A. M. C. than might actually be the case.

A different and perhaps more important kind of self-assessment was also carried out in the A. M. C. This was the boys' assessment of themselves as workers and supervisors regardless of the particular operation being performed. A selected number of boys developed sufficient insight to surprise themselves at the amount of satisfaction to be derived from the successful completion of an operation, or a portion of one. For some boys, this was the first success experience they ever had in a vocationally focused activity.

Often, unanticipated areas of competence emerged, resulting in additional positive feelings about work. For example, N. of limited intellectual capacity, suddenly discovered that he could grasp the simple applied mathematics of building and construction more easily than many of the brighter boys. The Work Supervisor assisted N. in his appreciation and development of this ability. The boy now enjoyed this part of the operation even more than before, and his efforts were seen to increase in all phases of the Project. He subsequently played a greater part in Project planning and design which resulted in more job satisfaction and a greater degree of total involvement in the Project.

At times, leaders in the peer group, by reason of size, physical prowess or intelligence, were given the position of boy foreman on a particular project, with partial responsibility for the successful completion of that project. When this was accomplished, the satisfaction and ego reinforcement achieved through being the leader of a successful project were often instrumental in re-directing the boy's manipulation of others in a more positive direction. Some boys who were usually difficult to contain on a performance level suddenly became serious workers and consciencious performers when put in a position of responsibility.

For the average boy in our Project population, some of the primary vocational problems were concerned with attitude. A boy with a positive or partially positive attitude toward work was more likely to utilize, for self-assessment, the opportunities afforded him in the A. M. C. than was a boy with negative or ambivalent attitudes. Boys for whom the basic vocational problem was one of attitude were more likely to utilize the activity as a diversion or a change of routine.

The Work Supervisor played an important part in helping boys to develop positive attitudes toward work. As a usually benign authority figure with a sincere interest in the boys, he quickly established good rapport with them and they often responded with strong identification with him as an adult male role model. As a person with a wide range of occupational skills and work backgrounds, and as a hard worker, he usually elicited from the boys attempts at identification which incorporated these facets of his make-up. In selected cases, the positive attitudes so achieved were seen to continue even after the boy left the A. M. C

For Evaluation

As previously indicated, there were two Project programs involving work in the residential setting: The Auxiliary Maintenance Corps , an introductory, explorative program, and The Work Activity Program, to which a boy would be "promoted" once he had achieved maximum benefit from the A. M. C.

The process of evaluation by the Counselor and the Work Supervisor was a continuous one during the boys' stay in either or both of these programs. The purpose of continuous evaluation was to enable the Project personnel to keep up to date regarding the boys' progress, so that their vocational treatment could be modified in accordance with changing needs.

The A. M. C. offered boys an opportunity to be introduced to many different types of work, skills and operations on different levels of complexity and demand. Examples of some of the basic operations to which a boy would be exposed in the A. M. C. were:

- Furniture refinishing
- Furniture building
- Furniture Upholstery
- Venetian Blind Restringing
- Lamp Rewiring
- Simple Outdoor Construction
- Painting
- Lettering

The amount and degree of supervision, job structure, the extent of the variety of tasks to which a boy would be exposed, the complexity of the operations to be offered and other factors, were directed by the initial vocational prescription. As he progressed, the prescription was modified. Thus, the modification of the prescription was a result of progress in the program which led to additional modifications in the prescription.

Rather than being the evaluation of boys' skills and interests or the acquisition of occupational skills, although both of these were hoped for as secondary benefits, the primary foci of the A. M. C. was the development of good work habits, the acquisition of acceptable work values, the increasing of tolerance for job pressures and frustrations, and the increasing of ability to work well with others and to accept constructive criticism. All of these and more were the foci of the continuing evaluation in the A. M. C.

The situation was somewhat different in the Work Activity Program. There, the boy was involved with a craftsman on a one-to-one basis, in maintenance and repair work for the Village. More focus was placed on the acquisition of a skill, although the factors discussed above were still important. The boy in the W. A. P. was exposed to a more comprehensive and complex selection of tasks, but with less variety, since most of the tasks were in a particular craft, such as electrical work, masonry, carpentry or painting. In the W. A. P. too, evaluation was a continuous process, with the Counselor and the craftsman maintaining regular communication.

For Vocational Development

The primary focus of the A. M. C. programs was the general vocational development of the boys in these programs. This vocational development was approached from two directions.

1. The Work Supervisor and the Counselor attempted to help the boy toward development of "suitable", "acceptable" and "appropriate" work habits, attitudes, values, etc., by utilizing on-the-job experiences as starting points for counseling.

2. The Work Supervisor and the Counselor attempted to enable the boy to better assess his own aptitudes and interests, using the medium of the work program, toward the furthering of his vocational development.

Boys who expressed an interest in a particular type of work or task were, whenever possible, given the opportunity to follow through. The same was done when a boy showed a high aptitude in a particular area.

The boy's vocational development, however slow, was noted and treatment was modified to fit his needs.

Department Staff - In-Care

Functions: The In-Care staff consisted of the following:

1 Project Director (part-time)

1 Project Coordinator

2 Vocational Counselors

2 Work Supervisors (part-time)

1 Research Psychologist (part-time)

1 Research Assistant

The functions of Project In-Care staff were as follows:

Project Director

The Project Director's responsibilities included:

1. Setting policy for the entire Project.
2. Administering the program, including all of the seperate Projects and departmental programs.
3. Consulting with the Project Coordinator to give direction to the program.
4. Consulting with the Executive Director of The Children's Village to keep him apprised of developments, problems, needs, and results of the program.
5. Preparing interim, annual, and final Project reports, in consultation with members of the Project staff and the consultants.
6. Maintaining final responsibility for the Project in all respects.

Project Coordinator

The duties and responsibilities of the Project Coordinator included the following:

1. Coordinating all of the various phases of the Project and the program, under the general direction of the Project Director.
2. Overseeing the process of referral of boys to the Project.
3. Arranging for implementation of the vocational prescription of boys.
4. Functioning as the Chairman of all Project staff conferences.
5. Meeting and consulting, as necessary, with the Executive Director and/or other members of the Administration.
6. Supervising the Project Vocational Counselors and Research Assistant, and maintaining liaison with all other Project staff not directly under his supervision.
7. Evaluating the potential work tasks existing in the institution to determine their relationship to vocational treatment.

8. Participating in staff meetings and consultating with personnel in all Village program areas to further the vocational rehabilitation focus, in both In-Care and After-Care.

9. Retaining ultimate responsibility for all Project cases.

10. Working with the Project Director in the preparation of all reports.

11. Working with the Project Director and other designated personnel in the designing of forms, preparation of procedures, and compilation of research data.

12. Collaborating with the Project Director and other Project staff in the preparation of professional papers for publication and presentation at conventions and conferences.

Research Psychologist

His duties included:

1. Maintaining primary responsibility for refining and implementing design, including forms, procedures and statistical treatment of the data, under the general direction of the Project Director and in collaboration, when appropriate, with the Project Coordinator.

2. Maintaining general responsibility for the gathering of the research data.

3. Selecting tests and other research instruments appropriate for the Project's purposes and applicable to the population, in collaboration with Project personnel.

4. Administering the necessary non-vocational tests to candidates for the Project.

5. Maintaining close liaison with the Project Director and Coordinator.

6. Assisting the Project Director and Project Coordinator in the preparation of annual, interim, and final Project reports and professional papers for publication and/or presentation.

Vocational Counselors

Until mid-1964, there was one In-Care Vocational Counselor. He was directly responsible to the Project Coordinator. His duties included the following:

1. Responsibility for a caseload, including:
    a. Individual and group counseling and testing.
    b. Attendance at treatment and evaluation conferences involving boys on his caseload.
    c. Continuous liaison with other staff members regarding these boys. This was on both formal and informal levels.
2. Direct supervision of the two Auxiliary Maintenance Corps Work Supervisors, including:
    a. Regular conferences with them, together and individually, regarding continued assessment and treatment of boys in their groups, and around any problems they might have had in the carrying out of their duties. Interpretation of vocational prescriptions for A. M. C. boys.
    b. On an informal level, in-service training of these Work Supervisors in such areas as goals and methods of assessment and treatment on their level and relationship of A. M. C. activities to occupational information and pre-vocational treatment.
    c. Coordination of Projects and activities of A. M. C. groups and responsibility for maintaining a running inventory of tools and materials and ordering and re-ordering materials as needed.
3. Acting as consultant to the A. M. C. Supervisors on any matter relating to the methods, skills and materials required for the completion of any Project.
4. Regular conferences with the maintenance craftsman with whom boys on this Counselor's caseload were working, involving continuous assessment and treatment of these boys.
5. On a small scale, doing job development and placement for a few boys for whom it was appropriate during the In-Care phase.
6. Assisting in collecting, organizing, tabulating, and analyzing research data necessary to the Project.
7. Interviewing subjects for inclusion in the Project population, and obtaining information about them necessary to answer questions posed in the research aspect of the demonstration.

8. Collaboration with other Project staff in the writing of annual, interim, and final Project reports in the preparation of professional papers, and in the transportation of materials necessary for the program.

9. Serving as a member of various Children's Village committies to foster integrated functioning.

10. Acting in the capacity of Coordinator during times when the Coordinator was required to be elsewhere.

In mid-1964, a new Project program was created which involved regular organized field visits by boys to local business and industry. A second Vocational Counselor position was added. This Counselor had the responsibility of organizing this new activity, of accompanying the boys on the trips, and of working with the other Counselor in post-trip evaluation for each boy. Eventually, this second Counselor also took on an abbreviated caseload of a few boys and was minimally involved in job development and placement. The second Counselor was also involved in agency committee activities and integrative meetings and conferences.

Work Supervisors

Both Work Supervisor positions were part-time, requiring approximately 1/3 time each. The Work Supervisor was only needed during those hours when the A. M. C. met. During the school year, this was 3:30 P. M. to 5:30 P. M. Tuesday through Friday. On holidays or other non-school weekday, it was either 9:00 A. M. to 12:00 noon, or 2:00 P. M. to 5:00 P. M.

Initially, there was one A. M. C. group and one Work Supervisor position. A year later a second A. M. C. group was formed to offer work exposure to a greater number of boys, and a second Work Supervisor was hired.

Both Work Supervisors had the same duties. These included the following:

1. Direct supervision of boys in the A. M. C. The Supervisor was responsible for assisting the boys in learning appropriate work habits and skills, maintaining safety practices while working, handling on the spot, as well as possible, any problem situations which occurred, seeing that the work which was completed was satisfactory before being delivered, and enforcing any necessary discipline.

2. Observation of boys' behavior, reactions, growth or lack of growth, skills, potential and interests during the A. M. C. time bloc. These observations were to be written down, on a prepared observation form, following the end of

the A. M. C. session each day. The Work Supervisors were paid for an extra half hour daily for this purpose. The Work Supervisor, having a copy of each boy's Vocational Prescription, was aware of the needs of each boy and the program goals for each boy, and was thus in a position to evaluate growth, change and problems as they might occur.

3. Communication with the Counselor, on a regular basis, was an integral part of the Counselor's and Work Supervisors' schedule. These sessions were scheduled so that the Counselor and Work Supervisor could discuss with each other problems and progress of boys, possible revisions of vocational prescription of boys, and problem situations in which the Work Supervisor found himself.

4. When they were available, Work Supervisors attended treatment conferences of boys with whom they were involved, contributing fresh information from their unique point of view.

Research Assistant

The Project Research Assistant performed two roles.

1. Research Assistant: Assisting in the synthesis of research data, abstracting critical data from case records, and securing additional intake information from appropriate Children's Village sources.

2. Secretary: Performing all of the usual secretarial duties, handling correspondence, record keeping, schedules, typing, filing and minutes of meetings.

In-Care Staff

Interdisciplinary Relationships

One of the goals set for In-Care Project staff was to effect the acceptance and incorporation of the Vocational Rehabilitation discipline into the Children's Village interdisciplinary team as a co-equal member. This was attempted by the following means:

1. Participation on the Program Committee, which is responsible for overseeing and coordinating the total Agency program and recommending policy formulation and changes related to the program.

2. Participation of Project staff members at treatment conferences to demonstrate what is involved in Vocational Rehabilitation.

3. Formal and informal communication with staff members in all other departments and disciplines.

4. Presentations at inter-agency professional conferences.

5. Conducting short-term in-service training and orientation programs for workers and Supervisors in other departments, telling the "Vocational Rehabilitation Story" with films, slides and lecture discussions.

6. Awareness, on the part of other departments, of the positive results of vocational treatment.

All departments in Children's Village proved to be interested in Vocational Rehabilitation and in forming with the Project a cooperative relationship to which they could contribute and from which they could extract new approaches to aid in the treatment of boys. Only the Education Department indicated unwillingness to cooperate. Although much good came from the cooperative relationships which were formed, it was clear that some boys progress were retarded by the absence of relationship between the Education Department and the staff of this Project.

Services Provided - Community

Individual & Group Vocational Counseling

The goals of the After-Care phase were to develop and demonstrate techniques of meeting the vocational, training, job placement and educational needs of The Children's Village boy. The two primary areas of service were supportive counseling for the in-school boy and counseling and placement for the boy in the labor market.

The After-Care Counselor interviewed boys shortly before discharge to the community. The goal was to work for continuity of the gains made by the boy while in residential treatment. It was felt that the interview in familiar surroundings would help ease the boys' transfer to a strange new person who would be working with him in the community.

The boys were transferred to the After-Care phase having been evaluated vocationally by the In-Care Vocational Counselor. The After-Care Counselor then made further intensive evaluation of his testing and performance results, the reports from the Auxiliary Maintenance Corps and Work Activity Program supervisors. These reports and other information fed to the Counselor from other team members were utilized to facilitate positive vocational adjustment and to afford support in the adjustment process. Counseling was supplemented by additional testing whenever indicated.

With 15 years being the average age of the boy leaving In-Care services, the number of boys returning to school in the community increased far more rapidly than the number going directly to the labor market. Vocational services to boys in school varied according to the involvement of the residential educational counselor and the time of the boys' transfer to After-Care.

Boys leaving Children's Village were placed in community schools by a member of the Education Department who was responsible for the boy for approximately thirty days following that boy's transfer to After-Care status. After this period the After-Care Vocational Counselor was responsible for assisting the boy to refine his vocational plans and relate his education to his occupational needs and interests. This procedure was followed as it was felt that conflict and overlap would be avoided if the educational counselor continued working with the boy for a period before the boy was transferred to the After-Care Vocational Counselor. However, the result was delay in the transition process which presented difficulties for the boy and the Counselor. These difficulties will be discussed in detail in Chapter V.

For the boys who were not going to public school but who were motivated toward, and had the ability to profit from specific training, attempts were made to secure this training through cooperative arrangements with community agencies. Counseling included preparing the boy for the job search, job preparation in how to present themselves to an employer and what would be expected of him on the job. Follow-up with the employer and the boy was then done on an on-going basis to interpret the boy's problems to the employer and to support the boy in his adjustment on the job.

Because of the boys' varying work and school hours and difficulties in getting a nucleus of boys together, group counseling proved to be unfeasible in the After-Care phase.

Job Placement

The Project's placement experiences confirmed the fact that placement resources for 16 year old boys were inadequate. Employers consistently resisted hiring them because of their limitations in work tasks, hours and absence from work one half day a week to go to continuation school. During the first years of the Project the State Education Law required an employed minor between 16 and 17 years of age who was not a high school graduate to attend continuation classes for vocational and educational guidance at least four hours a week and an unemployed minor who had been issued an employment certificate but was no longer working was required to attend such classes not less than twenty hours each week. In 1963 the law was modified and the Principal of the School could recommend evening classes for those over 16 or the special course offered in day schools. This change made it possible for boys to accept full time employment without having to request time off.

With concentrated effort it was found that the 16 year old boy can be placed as evidenced by the fact that during one Project year 9 of 22 job placements were boys 16 years of age. Although all placements were in entry jobs, taking into account the fact that the boys had no prior paid work experience, the focus was on placements which offered the boys an opportunity to learn a job and obtain promotion, rather than being of the dead end type.

The Project sought to keep a boy in school whenever possible. Boys who qualified were placed in a program conducted by The Board of Education in which they attended school part-time and worked part-time. The increased public emphasis on the high school diploma and vocational training had a noticeable affect upon the boys. Their interest began to shift to staying in school or requesting vocational training. In the community phase of the program the demand for part-time, summer and training placements out numbered requests for full time employment.

The development of resources in these two areas advanced while simultaneously the search to find employment for The Children's Village boy continued where the need existed.

Follow-Up

The boys were seen frequently in the After-Care phase for follow-up of of progress and continued counseling.

The boy who was attending school was seen to determine progress and achievements, to discuss study habits and any problems which might have developed that would interfere with his success in school and to assist the boy in relating his education to potentially satisfying vocational objectives. The boy who was employed was seen after work and the various aspects of his work adjustment discussed. Follow-up with employers or training supervisors and an interpretation of the boy and his problem was made.

Not infrequently an aggressive approach became necessary to maintain contact with a boy. If he failed to come in to see the counselor as scheduled, every technique was used to reach him; letters, telephone calls and multiple home visits. In addition, probation officers and courts were contacted for further information. concerning these boys who subsequent to In-Care were re-institutionalized elsewhere.

The boys residing in the group residences were more easily available for purposes of counseling and follow-up. Those group residences, established in the community by The Children's Village, extended most of the In-Care services into the After-Care situation. Contact by the Vocational Counselor with the boys in the group residences was usually more frequent than with boys who had returned to their families, primarily because of availability.

After-Care Staff

Functions

Until the last year of the Project, there was only one After-Care Vocational Counselor. This counselor was responsible to the Project Coordinator. The After-Care counselor's responsibilities included the following:

1. Providing on-going individual evaluative, supportive, and developmental vocational counseling to Project boys who had been returned to the community.
2. Administering, scoring, and interpreting individual and group vocational tests and applying results to counseling and related services.
3. Establishing and maintaining cooperative working relationships with community agencies involved with the individual boy's community adjustment in the pre-vocational and vocational areas. Such agencies included the Division of Vocational Rehabilitation, New York State Employment Service, Department of Welfare, Urban League, and many others.
4. Obtaining training and jobs for individual boys when indicated.
5. Working in coordination with other members of the Project and and of The Children's Village team, by means of case conferences, staff meetings, and individual consultations, to implement the vocational counseling and school and job placement of After-Care Project boys.
6. Assisting the Project Coordinator in the preparation of selected reports.
7. Assisting the Project Coordinator in collecting, organizing, and tabulating material to be utilized in the research aspect of the demonstration.

Early in the last Project year, the senior In-Care Vocational Counselor began to shift his attention to the After-Care situation for the following reasons:

1. The majority of his caseload had been returned to the community and was on the After-Care roster.
2. The size of the After-Care caseload had increased to an unmanageable size for one counselor.

3. Collection of data in the community for the research aspect of the demonstration was proving to be almost a full time operation.

During much of the last Project year this counselor performed two functions:

1. Maintenance of a caseload for counseling and placement.
2. Attempting to locate Project boys who had previously been returned to the community in order to obtain information necessary for the research aspect of the demonstration. This was accomplished through contact with other agencies and the Social Service Exchange of New York City; by mail, phone, and field visits to boys' homes, places of employment, and schools; and through any other means which might yield results.

After the termination of the service phase of the Project, this counselor was occupied full-time assisting in the preparation of the final report.

Interdisciplinary Relationships

As in In-Care, Vocational Rehabilitation as a fellow discipline and as a team member was accepted in After-Care by all departments, with the exception of Education.

The After-Care Counselor, although based in New York City, functioned as a member of the total Village team. The Counselor related to the Casework Department, Child Care Department, and on an as-needed basis to any other department. The After-Care Counselor represented that member of the team who implemented the vocational part of the boys treatment plan that could best be effected in the community, and he and his services were accepted as vital adjuncts to the In-Care treatment. The lack of relationship with the Education Department had significant implications for the Project. Boys were placed in a community school by a member of the Education Department who was responsible for them for approximately 30 days following transfer to After-Care. The lack of initial vocational counselor involvement and the absence of any effective liaison process between Education and other team members made it difficult to work effectively with boys during the critical school adjustment period.

Movement Toward Inter-Agency Relationships

Community Resources with Receptive Agencies

The After-Care phase of the vocational rehabilitation program was focused toward continuing the vocational development of Children's Village boys.

To accomplish this, the boys' vocational needs were met through the selective use of appropriate community resources. The vocational needs of boys in the community were in the areas of school, pre-vocational experiences, training, and employment Counseling was the medium through which boys were helped to take maximum advantage of these services and of the most appropriate community resources.

The After-Care goal of the Project in the first year was the development of adequate placement resources. Inasmuch as the Project worked job placement-wise from the boy to the job (the boy was not fitted to the job but rather the job to the boy), emphasis was first placed on direct job finding techniques rather than on the development of cooperative relationships with job finding agencies. Initially, relationships with other agencies were established only to supplement the counselor's pavement pounding, letter writing, and telephoning.

The first agency with which a cooperative relationship was established was the Selective Placement Service of The New York State Employment Service. Although this agency was cooperative and entered readily into arrangements by which The Children's Village boy could be referred and serviced, they were not optimistic about successful placement of the 16 to 18 year old boy with a history of a-social behavior. Their lack of skill and employer resistance were barriers to their placement. Whatever success they would have in finding employment was felt by the Employment Service to depend on the assignment of a disproportionate amount of staff time to work with this client group. The availability of adequate manpower and the wisdom of assigning a great amount of working time to this one group (with at best a guarded vocational prognosis) were undefined factors affecting the extent to which the Selective Placement Service could offer meaningful cooperation. Despite their interest in the boys and their sincere desire to help, Selective Placement Service administrators were compelled to adopt a wait-and-see policy.

The Project attempted to fill this gap through the use of other agencies, such as the Arch-Diocesan Vocational Service, The Youth Employment Service of the New York State Employment Service, the Vocational Placement Bureau, the Police Athletic League's then newly created placement service and the guidance counselors in the high schools. Perhaps the most effective of these were the P. A. L. 's placement services. However, as the number of boys going into the community increased, the combined efforts of all these agencies were not enough, and it was not desirable to allow boys not attending school to remain idle for long periods of time. Efforts were made to secure the cooperation of civic groups such as local chambers of commerce. But it became abundantly clear that there was a real absence of a community agency well equipped to handle the placement of the culturally deprived, under-achieving youngster with a history of emotional disturbance and/or delinquency. Inter-agency relationships in the employment area were easy to establish, but none could be depended upon to produce jobs. In time, this situation was recognized by the Federal Government and programs were established under the Economic Opportunity Act of June, 1964 to fill this gap.

The Project was quick in making use of these programs. Relationships were established with all large community programs, such as Mobilization for Youth and JOIN as well as with others smaller in size.

Concurrent with these attempts to fill the employment needs of youngsters, a cooperative arrangement was effected with the Division of Vocational Rehabilitation to meet the vocational training needs of the boys. The Division of Vocational Rehabilitation (D. V. R.) had already been servicing on an as-referred basis, boys returning from The Children's Village. Recognizing that the presence of The Vocational Rehabilitation discipline at Children's Village would lead to greater awareness of the services which they could provide, the D. V. R. assigned a liaison counselor to expedite referrals, to render initial service, and to provide the Project with an effective means of inter-agency communication. Initially, however, most boys leaving The Children's Village were too young to enter a training program because they would complete such training before they were old enough to enter the labor market. This inter-agency relationship was maintained never-the-less because later on in the Project's demonstration boys being worked with in the community would become older, and a smooth transition to training and to the labor market would then be possible. This is what happened. In the final year of the Project, the Division accepted and gave service to about one half of those Project boys returning to the community and in need of training prior to employment.

Pre-vocational needs were met primarily by "Youth and Work" community-based programs which were implemented through the Police Athletic League, and The Urban League of New York City. The administration and staff of these agencies sought no specific cooperative arrangements but accepted and gave service to The Children's Village boy just as they did other youths in their service areas. However, there was an additional effort made to work within any treatment plans already devised by Project staff.

The vocational educational needs of The Children's Village boy returning to school were at first approached in terms of attempting a cooperative arrangement with the New York City Board of Education which would provide for placement of selected boys in special programs designed to increase the school's holding power and to enhance the pupil's employability. The work-experience phase of these programs was then solely for high school juniors and seniors. Since most Children's Village boys returned to no higher than the 10th grade, no cooperative arrangement could be made.

The aforementioned action was initiated by the Project when this service by The Children's Village School staff member, whose function it was to place in community schools boys leaving Children's Village, could not be expeditiously performed. Contacts were initiated in the interest of Project boys and not the entire Children's Village population. Had such discussions been successful, the Village School staff member would have continued to place the Project's boys in community schools, but hopefully this would have been done in a manner consistent with the Project staff's recommendations.

Significant advancement did take place in increasing the lines of communication between the community school guidance counselor and the Project After-Care Counselor once the boy left the jurisdiction of the Children's Village Education Department. The then growing emphasis of the Board of Education on increasing its guidance staff resulted in the expansion of cooperative education, work experience, and job placement programs. This made it easier ultimately to utilize the community schools as a resource in meeting the boys' educational and vocational needs.

With Non-Receptive Agencies

There were no agencies in the community which were non-receptive to the goals of the Project. However, there were limitations which some agencies were forced to work under which prevented their entering into cooperative arrangements with the Project to service Children's Village boys. It would be more worthwhile to mention factors which were limiting rather than the agencies themselves.

Primary among such limiting factors was the unfamiliarity of many agency staffs with the vocational needs of the emotionally disturbed delinquent boy. Close behind this factor was the fear of working with these youngsters because it was believed that they would either: (1) disrupt the treatment routines of the agencies; (2) create ill-feeling among employers with whom it had taken a long time to build up good relationships; or (3) be unable to accept or adjust to the populations with which these agencies regularly worked.

With the advent of the availability of Federal funds, the agencies who were formerly unable to meet the needs of the boys were now enabled to move closer to our population group.

Movement of the Client Through the Program

Source of Referral

Boys were referred to the Project through either of two sources. The first was the Unit Supervisor's meetings at which the Unit Supervisor would bring in the recommendations, suggestions and reports of the practitioners working directly with the boys. If a recommendation was made to refer a boy for vocational services, it would be discussed by the Supervisors. A member of the Project staff was usually present. If agreement to make the referral was reached, the Program Division (department chairman and members of administration) would pass upon the recommendation and upon their approval, the referral would be made.

The second source of referral was the Major Treatment Conferences. Periodically during a boy's stay at The Children's Village, a Progress Conference would be held. Such conferences were attended by all practitioners and line personnel working directly with the boy. The conference was chaired either by a representative of administration, or by the Director of one of the four major departments. If it was agreed that referral to the Project was appropriate for the particular boy, he would be referred to the Project for vocational services.

It should be noted that in some cases the boy himself was the initial motivating factor which started the process of his referral for vocational services. He had probably made the request of a staff member who, considering it to be an appropriate request, would carry it either to a Progress Conference, or to a Unit Supervisor who would carry it to a Unit Supervisor's meeting. (See also Chapter III - selection of subjects).

Initial Assessment

By the Vocational Counselor

All boys referred to the Project were involved in an initial assessment of approximately four sessions of one hour each, carried out by the Research Psychologist and the Vocational Counselor. During the first session, the necessary research instruments were administered by the psychologist. The remaining sessions involving the Counselor and the boy were devoted to completing the process of vocational assessment utilizing interviews and appropriate vocational tests.

In many instances, this was the first meeting between boy and Counselor. The boys were curious about the purpose of the assessment, and this proved to be an appropriate time to describe the program to them. In dealing with boys who comprised the Experimental Group, this presented little difficulty. The program was described with the potential benefits to be derived therefrom, and expressions of an interest in becoming involved were elicited. Some boys were not interested. In order to fulfill the requirements of the Project research design, these boys nevertheless had to become participants in the Projects, and were therefore counseled into the program, with subsequent attempts being made to stimulate their interest and involvement.

Control Group boys presented a different problem. The boy had to be informed that he would not be involved in the program which was rapidly becoming a status program. This had to be accomplished in such a manner so as not to create feelings of anxiety, hostility, or rejection in the boy. The fact of Control Group membership was usually presented in terms of one of the following:

(1) not enough room in the program for all boys;

(2) no need for the program in the case of the particular boy in question;

(3) the truth, involving an explanation of the need for a Control Group.

There is the possibility that with a population such as this, with all the inherent distrust and hostility toward adults, that another kind of explanation might have served the purposes of the Project more appropriately. Our experiences have demonstrated that telling a boy that there is not enough room for him in a program is very often a continuation of the rejection he had experienced prior to his admission to The Children's Village. A boy with these feelings might have attempted to sabotage the program through his friends who were participating, and, in addition, he would not likely be cooperative later on when follow-up information would be needed.

Telling a boy that, in his case, there was no need for the program because his goals were set or because he had a skill, was most easily interpreted by such boys as "being better than" other boys. Should this be conveyed to boys in the program, obvious difficulties might arise.

Selected boys were told the truth. It was our finding that the truth, couched in acceptable terms, was always more acceptable than the well stated lie. The reaction of most boys to the truth was one of disappointment, but understanding. It was noted that, in these cases, a more wholesome adjustment to control status was achieved, with subsequent cooperation when needed.

Disappointment might be revealed by acting out behavior in other programs, and therefore the boy's caseworker would usually be consulted prior to letting the boy know of his Control Group status. Depending upon the relationship of the boy with his caseworker, in some instances the caseworker rather than the counselor was the one who presented this to the boy. Only occasionally did the process of involving the caseworker create additional difficulties, and this occurred when the caseworker was unable to relate to the need for a randomly selected Control Group and could only relate to his perception of the needs of the boy. Fortunately this occurred infrequently.

The process of initial assessment terminated with the formulation of vocational prescription for Experimental Group boys. For Control boys, there was no need for a prescription. They were told that the counselor would see them once again when they were ready to return to the community.

By Team Staffings

The first step in the actual referral process was a pre-referral assessment of the boy in relation to the Vocational Services program, and a discussion of the potential consequences of such a referral with the referring staff member.

This pre-referral assessment was accomplished by the treatment team at either a Unit Supervisors meeting, or a Progress Conference, depending upon the source and timing of the referral.

Team members would contribute information about the boy within their programs, relative to the referral. For example, Community Center would discuss the reactions of the boy in a competitive situation and his behavior and aptitudes in hobby shops, while casework services might point out how the boy might react to the referral, or how he would stand up under pressure or offer information on his current value system. Similarly, other departments would contribute additional information from their particular vantage points.

When the discussion was concluded with a positive decision regarding the referral, the referral would be initiated. Usually it was known in advance when the referral of a boy for vocational services was to be placed on the agenda and a member of the Project staff would be present in a consultative capacity. While available to answer questions about vocational services in relation to the potential referral, he would at the same time be gaining information about the boy which would prove of value subsequent to the referral.

Description of the Client

At the time of his first interview with Project staff, J. was described as verbal, cooperative, at ease, well motivated toward work, and determined to become an "electrical engineer". He reported that he frequently read books on electricity and enjoyed the subject. Aside from the possible unrealistic aspects of his goal of electrical engineer, J. appeared quite realistic in terms of his ideas about work for himself. He realized that initially his jobs might be on the level of delivery or stock work and was willing to accept this possibility as necessary but temporary in the beginning.

Referral to our program came out of a progress conference, with the recommendations that the "youngster needs basic work experiences which will provide him with the opportunity to acquire skills and work habits. Secondly, we should help this youngster to prepare for a vocational goal". Our initial assessment showed a boy who might benefit from Project services, and J. was accepted for service.

J's statements about himself in the initial questionnaire were in fairly close agreement with the statements of the professional team, who saw his overall adjustment as good, and his chances for success in the community as fair-to-very good.

His vocational goal appeared to have been based upon rational awareness of his abilities and interests. He had done some previous investigation on his own regarding job opportunities, salaries, and required preparation, and as much as he could within The Children's Village, he was attempting to further his progress toward the occupational direction.

During the first interview, we saw that his initial goal was mislabled rather than unrealistic. He was actually aiming at the goal of electrician, but using the wrong occupational title. As a result of clarification through discussion, he realized this and was then happy to pursue the occupational goal of electrician.

The initial vocational assessment produced certain information which was meaningful to the formation of a vocational prescription. The instruments administered by the Project Research Psychologist indicated, among other things, that this was a boy who might not hold up well under pressure and who might become more impulsive and less controlled as pressure increased. Also noted was a relatively strong ego and a cautious approach in planning and dealing with problems.

The Vocational Counselor in his assessment findings, noted that J. was a very vibrant and alive boy who usually had a smile or a "kidding" comment, and who rarely, if ever, was still or quiet. He was always on the go, but could be serious when the situation warranted it. He was seen as very definitely being a manipulator of his environment, insuring that things would turn out as he wanted them to. He showed a great deal of initiative, a facility for talking with and dealing with adults who were interested in him, and a burning interest in and desire to work in the electrical field. The Counselor prepared a vocational prescription and the boy's vocational treatment was begun.

Vocational Prescription

The Vocational Prescription Form was devised by Project staff for two purposes: (1) to provide an objective means of communication between Counselor and Work Supervisor through which the changing vocational treatment needs of each boy would be noted and transmitted. This would serve as a control to insure that each boy received, as closely as possible, the particular vocational treatment needs, as delineated by Counselor and Work Supervisor working together. (2) to provide a permanent record of the changing treatment needs of each boy at various stages of his vocational development to furnish information on trends and direction of progress.

J's initial prescription contained two main points. The first involved giving him tasks of increasing pressure in The Auxiliary Maintenance Corps., in an attempt to strengthen his tolerance for work pressures and frustrations. The second was a recommendation that promotion to the Work Activity Program, with the maintenance electrician be effected as soon as appropriate, so that he could more adequately assess his interests, strengths and weaknesses as related to his vocational choice.

Implementation of Prescription

J. was placed in The Auxiliary Maintenance Corps. While in the A. M. C., it was seen, test results notwithstanding, that he was able to tolerate and function well under any amount of pressure we could offer, and that he did not exhibit any noteworthy degree of impulsive behavior. It was also shortly seen that his needs would be better met in The Work Activity Program, since he had already achieved the level of vocational development hoped for with maximum benefit from the A. M. C.

Therefore, after three weeks in the A.M.C., J. was promoted to the Work Activity Program to work with The Children's Village maintenance electrician.

In many ways this was exactly the situation J. needed to really start him moving toward the realization of his vocational objective. The electrician was a relatively young man, highly skilled, with a sense of humor and an interest in helping a boy who wanted to learn this skill. J. was avidly interested, had a surprising amount of technical knowledge in this field, and was able to relate well to the electrician. The result was an excellent employer-employee relationship, as well as a close friendship.

Both J. and the electrician profited from this relationship. The electrician's need to work with a boy, to teach him, and feel that he was contributing to his treatment was being satisfied. J. was learning a skill, and equally important, he was forming a meaningful positive relationship with a male adult role model.

Following the end of the period during which J. could be paid for his work, he requested permission to continue working without pay in order to further add to his skill and knowledge, and to continue the relationship with the electrician. The Counselor agreed that this would be a positive factor in J's vocational development, the electrician was agreeable, and the boy's request was approved. The electrician requested that The Children's Village purchase for J. a pair of electrician's boots, so that (a) he could work even more safely around electrical wiring, and (b) to re-inforce the boy's self-image. The purchase was made, with the desired results.

Counseling

J's vocational direction was set shortly after initiation of service. His work habits and attitudes left little to be desired, and motivation was on a high level. In this case, counseling was mainly of the supportive type with the furnishing of occupational information as an adjunct.

In most cases however, this was not so, and for such boys, counseling was both developmental and supportive. Material for those counseling sessions came from a number of sources, including the boy's stated problems, observation reports of the Work Supervisor, and on-the-spot treatment of problems as they occurred. The Counselor spent a good deal of time with boys in the A.M.C. and W.A.P. First hand observation could thus be made, and on-the-spot counseling could take place.

Testing

Vocational Testing in the case of J. was mixed in terms of validity of results. The Flannigan Aptitude Classification Test (FACT) Battery (selected portions) was administered to J. Results indicated a low aptitude for electrician, the lowest aptitude of the five occupations for which we tested. The Kuder Preference Record - Vocational indicated that J. had an interest in those areas which could be associated with electrical work, but not at all to the degree to which this interest had actually developed. The Pictorial Study of Values, more than the other instruments, portrayed the boy as he actually functioned. It showed a high economic drive, "political" needs and drives akin to his actual manipulative and directive functioning, and a strong interest in the "theoretical" area in which he also scored high. This bears out the fact that the test scores resulting from instruments standardized on groups different from our Project population, must be used as clues or indicators at best, rather than as valid and reliable results.

Continued Care and Follow-Up

J. continued to work with the electrician until the day he left The Children's Village. The Education Department had arranged for him to attend an evening Project II Program in Electrical Installation and Repair at Brooklyn Technical High School upon his return to the community. This special program was contingent upon his obtaining employment. In addition, in order to participate in the course in Electrical Installation and Repair, the employment had to be with a firm in the same general field of work. We strongly felt that continuation of J's drive and high degree of motivation were also partly dependent upon his obtaining employment in the field of his choice. After some months of effort by Project staff, J. was placed as an electrician's helper in the shop of a large and well known electrical contractor in Queens. His starting salary of $1.25 per hour was raised to $2.00 per hour within six months. The employer expressed amazement at the boy's range and depth of knowledge and skills. While employed by this firm, J. was involved in electrical installation for the 1965-66 New York World's Fair.

Shortly after leaving The Children's Village, J. stopped attending night school, feeling that he would rather put those hours into overtime work, which was plentiful, and into leisure activity. Since he was doing so well, there was no objection to this from any quarter.

For awhile, J. thought of joining the Navy in order to fulfill his military obligation. He passed the examination without difficulty, but had second thoughts and decided to acquire as much work experience as possible prior to his military service.

From the time J. left The Children's Village, he had maintained contact with the electrician and his family. When the electrician left the employ of The Children's Village a year later, to open his own electrical contracting firm, he took J. in as a partner. After some months, during which J. did very well, he learned that draft into the military might be imminent. Prefering the Navy to other branches of service, J. again took the required examinations and enlisted.

The Counselor had maintained contact with J. until that time. Since leaving The Children's Village, he has made an excellent adjustment and worked continuously in electrical contracting. He was considered to have achieved full vocational rehabilitation. He still hopes to earn a high school diploma some day, perhaps by taking an equivalency examination. When he joined the Navy, his case was closed as no longer in need of any service. He was just nineteen years of age.

Testing

Problems Encountered in Testing This Population

In initially selecting a battery of instruments with which to test and evaluate the Project population, certain factors had to be taken into consideration, as follows:

Age: Our population was between 13 and 17 years of age. Tests inappropriate for the age range could not be considered.

Reading Level: The average Children's Village boy was 3.7 years behind in his reading level. The range of reading competence for Children's Village boys was from 3.5 years ahead to 8 years behind, as follows:

13 boys ahead of level
3 boys on level
24 boys behind level

(The above figures on reading levels are based on January, 1964 Children's Village Survey, taken while the Project was in full operation.)

Most boys referred for vocational services were behind grade in reading level. Thus, instruments requiring facility in reading, such as the Kuder and others, tended to be inappropriate for the majority of the Project population.

Cultural Backgrounds

The Project population, being composed of boys from varied backgrounds, could not be matched to any one group used for standardization of a given instrument. Thus, hardly any instrument could be found which was appropriate for the great majority of our boys. For example: some of our boys were Puerto Rican, having been born on the island, while other of Puerto Rican families were born on the mainland. The population also included both southern and northern Negros, Orientals and Caucasians. Combining the factors of cultural deprivation of many boys, with education and culture based components of many tests, the problems in test selection were evident.

Additional Problems

In addition to age, reading level, and cultural backgrounds, other factors combined to create difficulty in the process of test selection. These included difficulty in test taking, affected responses because of emotional problems, low frustration tolerance, problems in low self-esteem, fear of failure as a result of prior experiences in school and in the community, and lack of direct meaningfulness of tests for some boys who could not see themselves in any way involved with vocational considerations. In addition, the short attention span expected in boys with the above characteristics was evident in our group. This too, presented a problem, especially with tests which required extended concentration.

Tests Used - Vocational Application

Tests Used - Vocational

Test	No. Tested
Flannigan Aptitude Classification Test (FACT)	37
Pictorial Study of Values	24
Geist Picture Inventory	20
Kuder Preference Record - Vocational	8
DAT	3
Crawford Small Parts	3
Forev Vocational Survey	1
Otis Quick Scoring	1
	97

Tests Used - Research (and for additional assessment information)

Test	No. Tested
Arrow-Dot	135
Revised Re Scale	131
Porteus Maze	123
Michigan Picture Test and Achievement Motivation Pictures	114
California Psychological Inventory	2
W.I.S.C.	2
	507

(Note: W.I.S.C. scores were available for most boys from Children's Village intake material.)

Vocational Application of Tests Used

In most instances, the differences between our population and the groups used in the standardization of the vocationally focussed instruments made the vocational application of the instruments as the authors intended them quite inappropriate. However, it was found that these instruments could be used in other ways as follows:

1. Although the results could not be said to indicate an interest, an aptitude or a value, it could be said that they indicated a tendency, or a direction. The previously established norms were seldom used, since it had been found that they actually did not apply to our population to a sufficient degree.

   These tendencies, or directional clues, were followed up, both in the counseling process and in the work activities in order to (a) verify that the "test" results had been appropriately evaluated for the particular boy, and (b) to utilize these bits of knowledge and information to further the process of vocational treatment.

2. By observing the behavior and the reaction of the boys during administration of the instrument; valuable information was obtained by the Vocational Counselor.

F.A.C.T.

The Flannigan Aptitude Classification Test (F.A.C.T.) as noted earlier, was the most widely used vocational instrument for this Project. The entire battery was not used. Selected sub-tests were utilized with particular boys for whom it was felt to be appropriate. Many of the paper and pencil performance sub-tests of the F. A. C. T. were relatively brief, simple to understand, relatively culture free and as seen during administration, fun for many of them. In addition, the meaningfulness of this test was usually quite easily explained to our boys, and they generally related rather well to it. The only potentially negative factor in this test was the high level of pressure involved in most of the sub-tests. Since the previously established norms for the test were not used, this factor was an additional evaluative tool for the Counselor. Thus, for example, certain boys could be seen to "fall apart" under the high pressure of F. A. C. T. sub-tests 4 (precision) and 7 (co-ordination). Problems in decision making and committing one's self to a particular choice could sometimes be noted during administration of F. A. C. T. sub-test 5 (assembly).

Pictorial Study of Values

The Pictorial Study of Values was one of the few instruments used in a manner most closely approximating that for which it was intended. Using it as a projective instrument during individual counseling sessions, much could be learned, and subsequently involved in treatment, about attitudes and values toward working, producing, authority figures and supervision. No modification of this instrument was made, unlike the case of the F. A. C. T. where only certain sub-tests were used. The norms, although not used rigidly, were, nevertheless, seen to be fairly appropriate for our group. Scores were thus used as falling into certain ranges, instead of as scores per se, and were then compared to the established norms.

The Geist Picture Inventory

The Geist, Part I, was appropriate in that it was simple and brief, although Part II, the Qualitative check list, was completely beyond the ability of the greatest majority of Project boys. As with most of the other instruments used, previously established norms were rarely utilized, and when they were, the potential inappropriateness was noted and the results were considered accordingly.

The Geist Picture Inventory, a non-verbal interest inventory, measures the same areas of vocational interest as the Kuder, with which it correlates highly. The use of this tool made it possible to get one measure of tested interests.

Measured vocational interests may vary according to the instrument utilized. Inventoried interests may not necessarily conform to verbalized interests. All must be considered in the assessment process. The absence of any one of the three, manifest, inventoried, and verbalized is felt to be acute when working with the culturally deprived youngster because there does seem to be some evidence that though interests are related to needs and perceptions they are also a function of age, that is, the more vocationally immature the youngster is, the less he discriminates and thus he is interested in almost everything or in the case of a negativistic youngster, he is interested in nothing. Interests can thus be better assessed from observations of the boy in richly stimulated work settings. Measurement of performance through the use of routinized work sampling techniques have been found not to offer sufficient flexibility for this population to afford them the opportunity for development and adaptation. Settings with flexible structures such as the Auxiliary Maintenance Corps afford greater opportunities to allow the youngster freedom of self expression. When behavioral observations of youngsters are not confirmed by measures of interest, the Counselor can assume that the youngster has either not advanced to a sufficiently mature level for vocational planning or his choice processes are being influenced by other inner or external stimuli. The Geist was used to a large extent for this latter purpose and for the more developed boy for its normal place in the assessment process.

Special Techniques Facilitating Treatment

In rendering the several services which comprised the program, experimentation was necessary to arrive at the most effective means of reaching the boys and achieving the desired impact. The final shape which each service took evolved from a refinement of the techniques selected for implementing the various services. These were not necessarily new techniques, but they were being applied, by and large, to a new population in a new setting---new because these techniques had previously been used with different subjects under different conditions. Adaptation rather than adoption was the approach used in arriving at the most appropriate methods.

In the following sections, the separate techniques are described in operational terms and the rationale is offered for the approach chosen.

Pre-Vocational Training

If it were possible to identify one part of the vocational program as the most experimental of the Project's efforts, more than likely it would be the work of programs that the Project conducted. These programs were basically work-experiences and work experience programs are not new. Nor are they normally considered by those in vocational rehabilitation as special techniques. It is when work programs are incorporated into a therapeutically oriented milieu that they become somewhat different from those generally found in the vocational rehabilitation counselor's program resources. In addition, it is when they are used for pre-vocational purposes in milieu treatment that they become unique and specialized. This is what the Project did. These work programs provided the concrete experience which were so necessary to nurture the vocational maturation process in this action-oriented population. What enhanced the experimental nature of these techniques was the fact that they were formed from a combination of vocational rehabilitation practices around a theory of vocational development.

The Project staff conducted two such work programs, the Auxiliary Maintenance Corps. and the Work Activity Program. Both were pre-vocational in terms of the experiences they offered to the population. However, the Auxiliary Maintenance Corps. was less demanding than the Work Activity Program. The Auxiliary Maintenance Corps. program was organized as follows:

Objectives

1) to provide an increase in the variety of self-explorative activities available to The Children's Village boy; (2) to extend the self-explorative process into an adult-like, reality-oriented setting; (3) to help the boy relate his industrial arts skills and theoretical knowledge to socially productive activities, thus increasing his ability to make realistic vocational choices; (4) to provide the boy with an opportunity to correct any inappropriate vocational behavior as it pertains to work habits, attitudes, and relationships with authority figures and peers; (5) to provide an intermediate activity to ease the boy's transition into a more demanding work situation, the Work Activity Program.

Structure

The Auxiliary Maintenance Corps. program was conducted by the work supervisor for small groups of boys. The approach used was aimed at implementing the prescribed vocational treatment plans.

Activities

Activities or projects consisted of all maintenance jobs which would not result in a reduction of regular maintenance staff; which were at a sufficiently low technical level to be accomplished by boy labor; and which were non-hazardous in nature. Examples of such projects were repairing the entrance steps and railing of a cottage; measuring and fabricating window screens; refinishing furniture, repairing street railings throughout Children's Village; painting of non-priority interiors which would not normally be reached by regular craftsmen; the construction of irrigating systems for cottage and community areas; and the construction and wiring of the outdoor amphitheater stage scenery. A more complete list of these projects is provided in the appendix.

Selection and Assignment

Boys were assigned to the Auxiliary Maintenance Corps. by the Vocational Services Department and attended during after-school hours. The number of boys participating was usually from 6-8 to a supervisor, to insure the amount of required individual attention. There were two such work groups.

Communication

Lines of communication were established and maintained between the Vocational Services staff and the entire Children's Village team. All boys participating received individual and/or group counseling so that the exploratory and developmental aspects of this activity could be fully utilized.

Rewards

Extrinsic rewards were in the form of valued items such as a special pair of work shoes or refreshments. Intrinsic rewards took into consideration the psychological needs of the individual boy. One boy might receive satisfaction from the required feed-back letter from the recipient of new or repaired articles reflecting a job well done while another might gain status when rewarded by a position of greater responsibility and authority. Both types of rewards were definite and progressive so that a boy could gauge his progress. To insure this, assignments were made according to the level of functioning of the boy.

Termination of Assignment

A boy could be terminated from the activity, but the final decision on termination rested with the treatment team, so that adequate consideration could be given to the total effect such termination would have upon the boy and to the adjustments that would be necessary to the vocational as well as other program areas. It should be noted that bad work habits, poor performance, and inappropriate behavior were more to be expected in this activity than in the Work Activity Program. These weaknesses were worked with by the vocational services staff through structure and supervision on-the-job and through group and individual counseling.

Every phase of vocational treatment was related to the boy's experiences in this program. The assessment process was used to determine the boy's most glaring potential vocational problems. Particular attention was also given to the boy's existing capabilities and interests since some part of his assignments in the program would give him the opportunity to use them. Equal attention was given to his weaknesses, for these would have to be reduced. All of the principal features of his activity needs were prescribed on a form created for this purpose. This form prescribed in the areas of supervision, structure, productivity, relationships, and in addition, highlighted for the work supervisor, those areas which he should particularly observe. These observations were noted on a day by day basis and communicated back to the counselor. Such observations on the boy's concrete experiences provided the basis for vocational counseling. In addition they were an invaluable source of assessment information since the boy was exposed to a partially controlled vocational environment. The counselor was able to gain more insight into the cause and effects of individual (and group) vocational behavior and adaptation.

When a boy had developed to the point where he was ready for a more demanding work experience he was promoted to the Work Activity Program. The term "promotion" was used because, in doing so, a boy was given recognition for achievement. The promotion was not so automatic as it may seem. There were conditions attached to each promotion. The boy had to go through a regular employment interview with craftsmen with whom he wished to work. He had to "sell" himself by reviewing his interests, skills and knowledge. Usually he was "hired" but there were times when the boy had to go through several interviews with different craftsmen before he was accepted. In this way a boy could begin to appreciate his achievements in school and in previous work experiences and he could get his first taste of the employment interview. He would get more preparation in this later on in the counseling process where frequently the role playing technique was employed. The Work Activity program beyond this was a combined explorative and conditioning set of experiences. A boy was expected to adapt himself to the demands of a more competitive type work situation.

Work Projects

In order to make the Auxiliary Maintenance Corps. more meaningful to the boys, an attempt was made by Project staff to have the A. M. C. appear less as an "activity" and more as an actual introductory work experience. Toward this end, it was established that all work done by the boys should be meaningful and valuable to them and to the Village. Therefore, the Vocational Services staff solicited from all other departments, work which had to be done, which would ordinarily be done in time by The Children's Village Maintenance staff, and which was of such a nature that our boys could attempt it. In addition, the Maintenance Department passed onto Project staff, work orders for jobs which appeared to be appropriate for the A.M.C.

Thus, a boy who indicated an interest in carpentry, painting, furniture repair, or any one of several other areas, could be given an opportunity to see how he liked that type of work while at the same time realizing a sense of accomplishment and personal worth in knowing that his efforts would be of value to others. The realistic nature of the activity was enhanced by requiring that work be completed according to a specific time table and meet a certain level of quality. The end goal of this practice was to assist the boy to realize a sense of achievement about a job well done, to develop a more positive feeling about work he could do, and to become more favorably oriented toward work in general.

An effort was made to assemble as wide a variety of work projects as possible so that each boy, regardless of stage of vocational development, could experience different types of operations, demands upon his skill, and levels of frustration and satisfaction. It was felt that these developmental factors would contribute to a broadening of the boys' vocational interests based on first-hand experience through actual exposure and a distillation of reactions through counseling.

As an example of the effect we hoped to achieve from this phase of the program, the following case summary is presented.

> L.S. was fairly well motivated toward work but had no idea about his vocational goal. His performance was less than optimal because he feared failure thus creating for himself an additional barrier. In addition to the services available in the rest of the Vocational Services Program, including counseling, assessment and so forth, he was given the opportunity to participate in the A.M.C. The many projects he worked on offered numerous opportunities for success experiences, and slowly his feelings of self-esteem and of capability were built up. He began to show more initiative, and his innate ability to do quality work gradually became evident.
>
> One of the projects on which he worked involved mixing and pouring cement and working with wood and concrete blocks in the construction of a footing, foundation, and sill, simulating the duties of a stone mason in construction work. He became so interested in this type of work and showed such ability that he was subsequently promoted to the Work Activity Program to work with the maintenance stone mason, who was also proficient in linoleum and floor tile laying and worked at this for close to half of his working time. The boy developed a great interest in this area and showed at least as much of an aptitude in it as in stone masonry.

Shortly before his return to the community, L. S. was referred to the local Division of Vocational Rehabilitation. Their evaluation served to reinforce the previous assessment of L's skills and interests and they arranged to have the boy attend a formal one year course in floor tile and linoleum laying under their sponsorship. At this writing, L. S. is still attending the course and doing exemplary work.

Selective Use of the Work Environment

Each boy with whom the Project was involved had different needs, different problems and different goals. It was incumbent upon Project staff to recognize and identify these differences, and then to provide modifications of program in accordance with these differences.

One area of the milieu which lent itself to such modification or selective use was the work environment. There were numerous facets of the work environment in The Children's Village which could be used selectively. The type of work, for example, could involve differing degrees of pressure, a greater or lesser amount of skill for minimum acceptability, working indoors or outdoors, and fine or gross operations, to name a few. Also taken into consideration was the type of individual who supervised boys in the various crafts. While one boy might need more benevolent, kindly supervision, another might require a more firm, strict handling.

The vocational prescription, reflecting the needs of each boy relative to his vocational development, would determine how the vocational milieu would be applied. Based upon the boy's reaction to this vocational milieu, his progress or lack of progress, and his general emotional state, his prescription would be modified. Whenever necessary, the work environment for a particular boy would be modified in order that he have the maximum opportunity to achieve positive vocational adjustment.

Thus the work activity, the supervision, and the work setting were used as therapeutic media, which were manipulated to fit each boy's particular needs. The boy faced a variety of realities in preparing to face any reality his future might present.

Grouping

The term grouping, as used in this section, refers to the purposeful bringing together of selected individuals for a prescribed period of time in order to achieve specific objectives. The overall purpose of grouping by the Project staff was to expose boys to specific experiences for treatment purposes.

For Work Projects

The Auxiliary Maintenance Corps was the primary medium for grouping boys for initial exposure to work experience The vocational treatment needs of the A. M. C group as a whole were for pre-vocational experience. The satisfaction of this cluster of needs was made possible by the work situation itself and the manner in which the Counselor used the boys' reactions to their A. M. C. experiences in the counseling process. Three pre-vocational experiences were prescribed after careful assessment and team staffing. The grouping that resulted was for the specific purpose of placing a boy in a situation where he could receive the prescribed experiences.

It was necessary to offer pre-vocational experience in groups for the following reasons: First, by design, most assigned tasks required groups of boys to complete the work; this was so in the A. M. C just as it frequently is in the world of work; Second, the process of self assessment cannot take place effectively without some basis for comparison, and in this argument of the program it was the peer group that provided the basis for comparisons; Third, in many instances controlled relationships with other boys were necessary to identify weaknesses and to encourage vocational growth.

To illustrate, if a boy's prescription called for development of leadership qualities, he would be assigned as a foreman. If he was anxious and insecure, he was placed on a task with boys with whom he had established a comfortable relationship in other activities. In another instance a boy might have an inflated conception of his skills. Such a youngster would be placed with more capable members of the A M. C. on a task composed of many of those "inflated" skills in order to bring his picture of himself more closely in line with reality. There were also instances when a non-productive youngster would be placed in a productive group to use peer pressure in bringing about greater productiveness. In some situations a boy who was lax in the quality of his work would be placed with a group where this lack of quality would bring about severe group disapproval.

These illustrations are examples of some of the many ways in which the placement of a boy in a group enhanced the Project's ability to provide a boy with prescribed vocational experiences through work projects. The concrete quality of these experiences made them especially useful in counseling this population. For those boys who did not immediately profit from counseling, the work experiences provided for continued vocational growth and development

For Counseling

In selecting boys for group counseling, the Project took an experimental approach, with the aim of finding out what grouping criteria were most effective. Criteria considered in grouping boys for counseling purposes were as follows: (1) stage in vocational progress of boys; (2) verbal facility of boys; (3) status of boys in peer culture; (4) previous relationships boys would bring with them into group sessions; (5) counseling goals of each session; (6) staff member who would be conducting the session.

The recording of sessions on tape made it possible to develop the guidelines which were followed in the latter phases of the Project. These guidelines were: (1) the optimal group size should be 5 to 8 boys; (2) A group should be selected from the same work activity whenever possible; (3) A group would accomplish more with a peer discussion leader than with a staff leader. However, this peer leader must preferably already have leadership status in other activities and must receive an orientation as to the goals of the session and proper leadership techniques in group counseling; (4) Boys with poor communicative skills would function better in larger groups; (5) Group counseling sessions should be de-emphasized for the immature youngster in favor of group activities; (6) Group counseling sessions should run 1/2 hour to an hour. Beyond this time the sessions would break down.

For Field Visiting

Boys were initially grouped for field visiting according to their interests and their availability for trips. Later experience indicated the wisdom of giving consideration to behavior so as to fit boys into balanced groups. The Project was limited very much by the availability factor since trips could not be taken at will. To do so would have necessitated taking boys out of non-vocational activities which were essential for their treatment.

In the final phases of the field visiting program, emphasis was shifted from exposing a boy to as broad a variety of sites as possible to exposure to specially selected sites. The Counselor conducting the field visiting program would inform all vocational counseling staff of planned visits, giving them specific details of the occupations, processes and machinery which would be seen. Each Counselor would review with his youngster the advantages of making the visit. Those boys making the trip were thus more likely to profit from it. Groups were thus set up on the basis of the need for the specific occupational information which might be gleaned from the trip.

Group Counseling

Group counseling can be defined in many ways. Such definitions will generally reflect the goals of the counseling and the methods to be employed. As used in this Project, group counseling is a process in which individual values and ideas having vocational relevancy are elicited and evaluated by a group of peers, with the purpose of providing for that individual a frame of reference around which he might compare and adjust his own individual standards of vocational behavior. We also wanted to take advantage of such group dynamics as peer group pressure and social acquiescence, and to make use of an awareness of certain ways in which the typical acting-out boy "measured" himself against peer group values. In short, the Project hoped to satisfy those vocational treatment needs which were considered to be more amenable to group than to individual counseling.

We have noted earlier in this report that we were able to test out some group counseling techniques in a pilot program that preceded the demonstration proper. Principal among the observations on the pilot program were: (1) The "non-verbal" boy with whom we were working was not always non-verbal, but could communicate quite well in a relatively small group when exposed to personally meaningful stimulation; (2) The meaningful stimulation encompassed real problems more than imaginary ones or those which were not in the boys' immediate state of awareness; (3) They were quite sensitive to structure, that is the more organized the group session, the more stilted was the communication process. Gradual adaptation to structure brought about a gradual increase in communication; (4) Group sessions of over one hour were beyond the tolerance of most boys just as were lengthy individual sessions; (5) The role of the peer leader(s) in such sessions was as important as the role of the staff leader, if not more so.

The group counseling which was conducted during the Project utilized these pilot program observations in the following ways: (1) No sessions were held with groups larger than 12 boys, and most groups had no more than 6 to 8; (2) There were no regular sessions held, but rather meetings were called in recognition of situational needs, such as holding a session or two around what one can get out of working with a craftsman on the day after a boy (included in the group) assigned to a craftsman asked if he could be relieved of his assignment; (3) A "planning session" was held on ways to improve the "Auxiliary Maintenance Corps" when a few participants seemed to be losing interest; (4) Group sessions at times became highly structured when treating some subjects, such as "how to interview for a job", and were very informal when a small group was called together to discuss a subject related to why the boys are not paid for longer than ten weeks; (5) Group sessions were also conducted by peer leaders. The following may be used to illustrate both the selective use of group counseling and the experimental way in which group counseling was conducted.

> All The Children's Village craftsmen were scheduled to attend a meeting one morning. The boys assigned to them would be without supervision. The Project staff decided to call a group session together and let the boys bring up any points for discussion. It was recognized that the session might prove to be pointless, but it was

felt worthwhile to try rather than to substitute some activity composed of made work.

Eight boys participated in this group session with a vocational counselor. All of the boys sprawled around a small room. Most were flippant and in a festive mood since this was like a holiday -- no work to do. The leader knew he was in for trouble when the boys went the rounds introducing themselves and only half used their real names. The others sought vainly to say something funny, reflecting typical adolescent humor as well as a defense against the anxiety and insecurity engendered by the unstructured situation. The staff leader reacted by becoming more directive until the session began to resemble a discussion situation with a teacher-pupil relationship. The peer leaders began to fall into their expected leadership roles -- that is, to keep things lively and thwart the staff leader's efforts. They were fulfilling the leader's responsibility in delinquent groups to defend the group and serve as an agitator.

In spite of the over-directiveness on the part of the staff leader to maintain control and provoke discussion, the clowning continued. Then a few of the boys especially loyal to the staff leader tried to become serious. Despite the peer leader's efforts, there were short periods of productivity because the points the serious youngsters were trying to discuss were really concrete ones that interested a majority of the boys. Some boys responded well to authority.

This session was taped. The tape was replayed by staff and it was quite evident that the issues that the boys did not resolve were important ones. The most negative of the two peer leaders was called in and the tape was reviewed with him. There, in a one to one relationship, his frivolity was absent. He listened to himself clown, and he listened to the issues being aired. He was asked to, and accepted, the task of leading the same group the next day. He was asked to focus on these points he wanted resolved.

The next session was entirely different. There was no clowning. The group wanted to accomplish something, and so did their peer leader. This session was recorded, and proved to be fruitful. In this one session the boys discovered for themselves what they get out of their work assignments if they apply themselves. More than this, the peer leader in question discovered that he could exert positive instead of negative leadership.

Group sessions were also used to orient boys before field trips and for reinforcement purposes after a trip. This approach was dropped when it was discovered that field trip exposure had quite individual effects on boys although the group sessions were good instructional techniques, evaluation of field trips had to be conducted on an individual basis.

From a vocational point of view, group counseling proved to be an effective means of helping both the more aggressive boy and the quiet boy. Status for the former, and support and socialization for the latter seemed to be the therapeutic agents.

Taped Interviews and Role Playing

Shortly before their return to the community, a number of boys participated individually in taped role playing sessions with the Counselor. The sessions centered around the job interview.

Some time prior to these sessions, it had been noted that many boys had the concept of an employer as a gruff, unsympathetic person, interested only in making money. This appeared to be the result of prior unsatisfactory attempts at employment by the boys or members of their families. In some cases, the boys' negative projection of their vocational future also appeared to be a contributing factor.

In preparing for these sessions, the Counselor discussed with the boy his concept of an employer and reasons why it might be so. He attempted to help the boy to understand and accept the fact that, as in any group, there are all kinds of employers with differing values, attitudes, and needs. The purpose of the role playing sessions was to prepare the boy for whatever kind of employer or job interview situation he might encounter in the community, and to enable him to cope with these situations while at the same time achieving his goal of presenting himself positively, selling himself to the employer, and getting the job.

The idea presented to the boy was that there were other boys looking for jobs, boys who had not been in The Children's Village, and that he (our boy) had to "sell himself" to the employer during the job interview in order to convince the employer and "win out" over the competition.

The boy took the part of a boy seeking employment, and the Counselor played an unsympathetic employer. The goal was to prepare the boy for the many possible questions which might come up during a job interview, for the gruff, unsympathetic employer he might face, and for the possible disappointment of being told "no".

Depending on the strength of the boy, the "employer" would be more gruff and unsympathetic and less understanding or kindly. He would question, probe, and push during the interview, in such areas as the boy's having come from The Children's Village, having a delinquent background, not being a high school graduate, and having little or no prior work experience or skill. Each time the boy said something which reflected negatively upon him, or which would lead to other embarrassing or "difficult" questions, the "employer" would pounce on it, and the boy could not help realizing that the statement in question should not have been made or should have been modified. Too late, however, for he had already made the statement.

The interview would end unsatisfactorily. The boy and the Counselor would then return to their real roles, and the tape would be played back. At each important point on the tape, the machine would be stopped, and the boy and Counselor would discuss what might have been said, how better to have presented an idea or concept, or why a certain piece of information should not have been offered.

Once the tape had been run through completely and each point discussed, the process would immediately begin again. Another interview would be held and the employer (Counselor) would again attempt to pick up those statements which reflected negatively on the boy. In most instances this second interview was much more positive than the first, the boy having learned from the process how better to handle himself in the interview situation. With some boys this was repeated a third time.

The end result was not only a better informed boy in terms of the interview process, but also a more self-confident boy in terms of handling himself in the interview situation.

In selected cases, a role reversal was attempted whereby the boy was the employer, and the Counselor the job applicant. This was unsuccessful because in no case was a boy able to carry this through. He would not know what to say and was unable to visualize himself in the employer's role. Apparently, this situation brought forth the boys' inadequacies, negative self-concepts, and negative vocational prognoses, leading to virtual immobilization. Discussion of this, followed by another attempt, did little to alleviate the situation. It was the Counselor's opinion that only subsequent vocational successes, with the concomitant strengthening of ego and elevation of self-concept, would enable these boys to visualize themselves in the role of, and function adequately in the capacity of, an employer. The difficulty they encountered in attempting to achieve this role reversal perhaps revealed the difficulty they would have in understanding employers and reacting to them appropriately in the employment situation.

Audio-Visual Aids

Activities

Early in the Project, the staff was faced with the task of organizing a presentation which would serve to advance Vocational Services as a contributing discipline on the professional treatment team through a greater understanding of the aims, methods and goals of vocational treatment. In addition, it was hoped that the completed presentation could be used as an adjunct technique to further effective vocational treatment of boys. It was decided that Project staff would make a color motion picture with synchronized sound tape narration.

The entire process of making the film, "New Dimensions in Vocational Treatment", spanned six months. The film was twenty-five minutes in length and cost about $80.00. The man hours involved came to between 300 and 500.

The purposes for which the film was intended were all achieved. In this regard, therefore, the film is considered to have been an unqualified success. The actual cost of the film was negligible compared to the benefits derived from its use. However, Project staff now questions whether this much professional staff time might have been more profitably utilized in direct treatment of boys. Future projects considering such a venture are therefore advised to evaluate the approximate amount of time needed and the kinds of staff to be utilized before starting.

In addition to the film other audio-visual media were used in the treatment of boys. A tape recorder was used during interviews and counseling sessions as previously discussed. 35 mm slides were taken of the Auxiliary Maintenance Corps and the Work Activity Program, and field visiting sections of the Project program. The taking of the slides was made a part of the treatment of the boys involved. In addition, the slides thus taken were subsequently utilized in counseling sessions.

Treatment Uses

The primary treatment use of the film "New Dimensions in Vocational Treatment" was in its making rather than in the viewing of the completed product. Whenever possible, Project boys were used as subjects, while other Project boys assisted the camera man. Through the use of on-the-spot discussion of what was being done, the importance and the value of the activity being filmed was clarified and brought into focus for the boys. In addition, the importance of the activity was often brought home to the boys as a result of the attention paid to it. Often, increased ego strength, feelings of self-worth, and increased achievement motivation were the result, and accompanying changes in performance on the part of the boys were noted. The fact that others would be sufficiently interested in them and in their activities to warrant the making of a film was a source of amazement to some boys. This served as the starting point for a number of profitable group discussions and counseling sessions. The completed film was shown to some of the Project boys. Since they were well aware of the various facets of the program and had been involved in the filming, there was little to be achieved in continuing this practice. The group to whom the film was shown appeared to benefit only in being entertained, but not in being stimulated toward further discussion.

The 35 mm slides were taken in much the same way as the film using boys both in front of and behind the camera, with similar results. However, the slides were also utilized in subsequent counseling sessions as leads into discussions of work habits, safety on the job, and specific areas of occupational information.

With the slides, as with the film, Project staff found a greater degree of involvement on the part of boys becuase they themselves, or their friends, were the subjects. Interest was heightened, and duration of interest was extended. In terms of future uses of these media, the slightly higher cost of making one's own audio-visual aids, as opposed to renting prepared material, may well be justified by the increased and extended value of the aid during its development.

CHAPTER III

THE RESEARCH DESIGN

Integrating Research with Demonstration

The distinction between research projects and demonstration projects has been a subject of concern and discussion.(21) It has been pointed out that in both types of projects research is present; the difference lies in the type of research done and the way the research integrates with the demonstration. For example, a typical research project in the social sciences studies the situation, process or interaction without making active attempts to influence the course of these events. It is a relatively straight-forward case of identifying situations and understanding the processes at work.

In the case of a typical demonstration project there is, on the one hand, an effort from the start to intervene in the course of events by initiating the demonstration program and at the same time a need to design research operations for evaluating the assumptions underlying the program and the actual practices involved.

Because of the active intervention of the demonstration project in the on-going situation, research operations in such a project must be adapted of necessity to the on-going services involved. Again, both the demonstration program and research design must be acceptable to practitioners and administrators in the total treatment setting in which services are offered. Original conceptions of research design involving such techniques as randomized subject selection, more frequently than not, are required to be modified. Nevertheless, the changes made must be sufficiently creative to enable objective research operations.

Selection of Subjects

In the present Project, the original sampling procedure submitted to the administration of Children's Village called for the assembly of a roster of names of boys meeting specified criteria. Through the use of tables of random numbers, the random assignment of boys to Experimental and Control Groups of equal size would follow. When this procedure was submitted to the administration of Children's Village, objections were raised that the suggested research procedures were inconsistent with on-going structure in that "research" reasons would provide "demonstration services" to some boys not in need of these services and limit services to some boys who would profit from them. While this rationale was not wholly acceptable since one of the Project goals was to explore the effect of the program on the total variety of boys at the Village, nevertheless, a modified sampling procedure was submitted to and subsequently accepted by the administration. The suggested procedure involved the assembly of a roster of names of boys meeting both the research staff's specified criteria and an assessment by Children's Village staff of the boys' need for services. A list was compiled from names submitted by Children's Village professional staff at treatment conferences and at supervisors meetings as appropriate candidates for vocational treatment. From this list, boys for Control and Experimental Groups were subsequently selected on a random-fixed interval basis.

This change in selection procedure altered the nature of the universe to which findings could be generalized, i. e., findings could no longer be generalized to the total population of the Village but only to individuals whom the Children's Village professional staff, for a variety of reasons, felt needed vocational services.

Another practical ramification of the change in research plan involved the number of individuals chosen for Experimental and Control Groups. The initial research procedure anticipated the selection of a Control Group equal in size to the Experimental Group. In practice, it was found that the newly agreed upon referral procedure, was limited to a smaller population referred by staff meetings held periodically. This did not provide sufficient subjects for efficient utilization of demonstration staff time with Experimental and Control Groups as well. Therefore, a relatively larger proportion of referrals (three out of four) were provided with demonstration treatment services whereas only one of four referred boys was retained for the Control Group.

Although this procedure resulted in a smaller Control population than originally planned it did provide planned vocational services to a more adequate number of Experimental subjects.

Within the operation of the demonstration project itself the gathering of research data was integrated into the demonstration service function. The initial contact of a boy with the Project Vocational Service Department was with a counselor who explained to the boy the vocational services available to him. During the same initial interview, the counselor administered a questionnaire form which was designed to secure the boys' perceptions and interests in vocational services. The client's second contact with the Project was with the research psychologist who administered individual tests also selected to serve the double purpose of being sources of both vocational and research data.

Frequent conferences were held by the vocational service staff with the research psychologist concerning the interpretation and use of test results as adjunct guides for planning the variety of vocational services appropriate for each individual boy.

Predictive and Evaluative Variables Studied in the Project

Selection of Background and Personal Factors of the Population Studied as Predictors

The background and personal factors which were selected for use as predictors of treatment outcome consisted of factors expected to contribute to variability in the effect of the vocational services rendered. One group of background factors selected were considered to be predictive of delinquent behavior such as; the rate of delinquency in the area of residence in which the boy lives, the family constellation, the living arrangements available to the boy in his home, the sources of adult family income and the boy's prior behavioral problems.

Another group of factors were selected from tests found to distinguish delinquent from non-delinquent youth. The qualitative score attained upon the Porteus Maze Test, the ID, Ego, Super-Ego control scores attained on the Arrow-Dot Test and the score attained upon an adaptation of the Responsibility Sub-Scale of the California Personality Inventory are examples of such tests.

A third set of factors selected for their assumed association with community and vocational adaptation, were scores derived from projective tests, from the judgements of professional workers who had frequent personal contact with the boys, and from interviews obtained directly with the boys by Project counselors. These measures concerned attitudes and behavior in such areas of experience as school, community center and attitude in vocational choice, and effort expended in following up vocational choice.

Selection of Descriptive and Behavioral Factors for Evaluation of Institutional, Community and Vocational Adaptation

Since the demonstration services provided by the Project focused upon, but were not exclusively limited to the vocational area, the factors pertaining to institutional, community and vocational adaptation were developed but these were not limited to the vocational area alone.

A major drawback in evaluating the "vocational" adaptation of the population studied was the relatively young age of the subjects. The majority of subjects, at the time of follow-up, were under sixteen years. At the age of sixteen years and under, vocational immaturity is anticipated in a normal population. Hence, the criteria for vocational adjustment could not simply be such objectively observable factors as the number of jobs held, the longest time on a single job and the wages earned on the job. Although such factors were included for those individuals to whom they applied, a variety of other community, vocational pre-vocational attitudes and behavior also were assessed. For example, it was ascertained whether the individual was in any productive endeavor whatsoever, e.g., at school, working or in the armed forces, or whether he was just "loafing". Other attitudes and behaviors believed to be indirectly related to future vocational adjustment also were ascertained.

The decision as to what information to gather was dictated by the same theoretical frame of reference which dictated the quality, the variety and type of demonstration services rendered. The theoretical position of the Project, presented in a paper by the present authors (25), envisioned healthy vocational growth as a process of constructively meeting the universal basic needs of an individual within the context of vocational activity, so that work is viewed as a meaningful and valued activity to the individual. In rendering vocational services to these youngsters, it was always attempted when orienting an individual toward occupational goals or providing exploratory job sampling or other services, to mesh these activities with his "prepotent basic needs". The definition of pre-potent basic needs was based upon A. H. Maslow's theory of motivation.

Since in different areas of life experience, at various points in time, different needs become "prepotent", the Project did not attempt to obtain a single measure of theoretical overall adjustment or offer a single invariable type of service. Instead, the concern was with obtaining quantifiable measures of a boy's own evaluation of his adjustment to important areas of life experience with an emphasis upon whether he felt that his important ("prepotent") needs were being met and then orient our services toward meeting such needs in a vocational context.

At the time of follow-up, additional objective facts such as the number of court contacts a boy had after release, and whether he was subsequently committed to a correctional institution, were also obtained. These factors were assessed since the basis for the community's attitude, as to whether a program has been of assistance to delinquent youth or not, is usually based upon such pragmatic dispositional and overt behavioral factors.

Samples of the Study Population

Varieties of Treatment and Selection Procedures Differentiating Groups

As mentioned earlier in this report, the original sampling procedure was modified so as to achieve integration and acceptance within The Children's

Village. The modified procedure involved the assembly of a roster of names of boys meeting the following criteria:

> Candidates were present residents of Children's Village for whom transition to After-Care conferences had not yet been held.
>
> Candidates were previous residents of and potentially returnable to the metropolitan New York City area.
>
> Candidates had reached their 13th birthday.

Adhering to the above criteria, Children's Village professional staff at "major treatment" conferences and at Unit Supervisors meetings submitted the names of boys considered to be appropriate candidates in need of vocational treatment. An open-ended list was compiled in the order in which names were submitted by Children's Village professional staff. The first name in every group of four was assigned to the Control population, the remaining three names in the group were assigned to the Experimental population.

Experimental Group A

The 68 boys in Experimental Group A received the full range of In-Care and After-Care services described in Chapter II.

Control Group

The 25 boys in the Control Group were interviewed and the same tests were administered as were given to Experimental Group A. No further direct services were rendered by the Project to the Control population. Occasionally, test or interview results were revealed at the request of professional staff at Children's Village in order to maintain good working relationships with other professional staff.

Boys who had been assigned to the Experimental and Control Groups were seen in the community for follow-up. Each boy was interviewed individually at approximately six months and one year after release from institutional care.

Experimental Group B

At the time In-Care services were initiated, a sample of 20 boys was selected at the After-Care setting. These boys were the total number of individuals sent out of Children's Village to the After-Care setting in the first six months that In-Care vocational services were instituted, meeting our criteria for age and geographical location. The full range of Project services available in the After-Care setting, as described in Chapter II, were made available to these boys. This population received After-Care services, but was not selected by the same method of referral (i. e., referred by Children's Village personnel on the basis of need) as were Experimental Group A and the Control Group. Due to its method of selection, this group could be considered as more representative of the total population of Children's Village than the Control and Experimental Group A.

Comparison Group

In 1959, a sample of 27 boys was selected at The Children's Village After-Care setting for a pilot follow-up study. The follow-up questionaires for this pilot study were gathered before the current Project began to render services in the institution and thus the subjects of the pilot study were not exposed to either direct or indirect impact from the Project program. This pilot study population was designated a Comparison Group for the present study rather than a Control Group, since, although subjects were chosen by a randomized selection method, the method differed from that used to select the Experimental and Control populations (i. e., referred by Children's Village personnel on the basis of need) of the present study.

Subjects Eliminated from the Study

An additional thirty-one subjects from Experimental Group A and the Control Group were studied and treated in the In-Care phase. Although services were rendered and complete In-Care data were obtained on these subjects, they were dropped from all statistical consideration of follow-up data since they did not meet the criteria of being in the community a minimum of six months after discharge, the cut-off time set for gathering follow-up data. An examination of In-Care data information concerning this group of boys showed no differences on the available data between this population, the Control Group and Experimental Group A.

Data Collection and Analysis

Orientation and Employment of Project Staff

Project Staff Gathering Interview Material

The individuals who gathered interview material were the In-Care counselors, the Project Coordinator and the After-Care counselors, all of whom were trained vocational counselors. Before administering the questionnaires, the counselors and the Coordinator became thoroughly familiar with the questionnaire content and with the objectives and method of this semi-structured interview. The In-Care counselors and the Coordinator administered interviews in both the In-Care and the After-Care phases of the program while the After-Care counselors obtained interviews only in the After-Care phase. Interview material was first obtained at the time of selection of the Control and Experimental subjects, a second time when they were transferred from the institution to the After-Care setting and again at approximately six months and twelve months after transfer to After-Care treatment.

Project Staff Administering Individual Tests Used for Research Purposes

Individual tests were administered by the clinical psychologist. Since the administration of these tests was by one individual, potential problems of inter-tester variability were avoided.

Institution Personnel Completing Rating Forms

Rating scales concerning individual boys were completed by members of the casework staff of Children's Village. Several pilot studies were executed to develop un-ambiguous questionnaires which could be easily and quickly completed by members of the casework staff. Because of time limitations, directions were generally given to these staff members in written rather than oral form. In analyzing the results, it appeared that in a few instances workers presented excessively optimistic ratings on some boys in the mistaken belief that this could result in a boy's placement into an Experimental treatment group rather than a Control Group. Such distortions of ratings, however, appeared to be the exception rather than the rule.

Questionnaires and Tests

Rationale for Selection or Construction, and Scoring

Interview Schedules

For the 1959 pilot study of the adjustment of boys placed on After-Care following release from Children's Village, a questionnaire was developed to assess their adjustment to the community. The focus of the questionnaire was upon behavioral adjustment and attitudes expressed to a variety of aspects of the boy's community adaptation; school, home, work and keeping out of trouble. Since the daily behavior of youngsters was generally the basis on which the community judges adjustment, therefore their behavior and attitudes in these areas were believed to be of prime importance.

The basic scoring system used for this original questionnaire had also been adapted and extended to meet the needs of the current study. A system of scoring responses to the questionnaire which yielded a "conformity rating" in the four different areas, "School", "Home", "Work", and "Keeping Out of Trouble" was used. It should be noted that in this scoring system, the concept of conformity encompassed behavior which was even barely tolerated and not merely conformity to very proper convention norms. The interview schedule was obtained at four stages of the Project: at the time of initial referral, at release from In-Care, and at approximately six months and one year respectively after release from In-Care. In adapting the questionnaire to In-Care study use, the "School" and "Keeping Out of Trouble" areas were adapted rather directly, but because of obvious differences, "Home" and "Work" scores were replaced by Community Center and Cottage Living scores. Scores have been tabulated for each response to the questionnaire and, in addition, sub-scores and total scores were obtained. Critical score points were established to separate "conforming" from "non-conforming" individuals in each of the four areas. There were five items each in the "School" and "Home" areas and four items each in the "Work" and "Keeping Out of Trouble" areas. A total school or home rating of 4 or 5, a total work or trouble rating of 3 or 4 and a total rating of 9-16 were considered conforming scores. The interview form was further elaborated to obtain data on the boys' "approach", "reality assessment" and degree of "effort" used in pursuing "vocational goals". A scoring system was devised to quantify each of these factors and a total score was obtained. For "approach", the degree to which choices were verbally related to needs, capacities and liabilities was assessed; for "reality assessment", knowledge reflecting investigation of vocational choices was assessed; and "effort" was scored for degree of activity directed at following through verbalized plans. The "In-Care" and "After-Care" forms of the interview schedule appear on Appendix I.

Individual Tests

The individual tests administered were The Porteus Maze Test, the Arrow Dot Test, the Michigan Picture Test, McClelland's Achievement Motivation Pictures, an adaptation of the Responsibility Sub-Scale of the California Psychological Inventory, the boy's Earliest Concrete Memory and current specific, concrete stressful Critical Incidents. Tests and scoring procedures are in the Appendix.

The Porteus Maze Test

This test has been in continuous use since 1915 as a test of aspects of both intellectual ability and personality functioning. The Test consists of a series of graded paper and pencil mazes scored quantitatively. Porteus has claimed that the quantitative score measured "planning capacity at a rather simple level" and is based upon the number of mazes completed correctly.

The qualitative scoring, introduced in 1942, is more concerned with temperamental defects than with intellectual incapacities. This measure is more closely one of adherence to rules and regulations than of planning ability. Many studies confirm the discriminatory power of the qualitative score of the Porteus Maze. Doctor and Winder in 1954 (7), reported a significant difference at the .001 level between delinquents and others. The correlation between the scores assigned by the two raters to the test in this study was .98, a very high inter-rater reliability.

The Arrow Dot Test

This measure is one sub-test of the I.E.S. (Id-Ego-Super-Ego) Test Battery. (8) This instrument was designed to measure the "relative strengths of impulses, ego and super-ego, and to estimate the effects of impulses and super-ego forces upon ego functioning". The Arrow Dot Test is a perceptual-motor task requiring the solution of 23 relatively simple graphic problems. The subject is directed to draw the shortest line from the point of an arrow to a dot, between which are interspersed a variety of solid lines and black bars defined as barriers by the instructions. It is expected that the "impulse-ridden individual who is intent upon achieving gratification will often ignore or violate intervening barriers, figuratively knocking them down, and satisfy impulses without due consideration for the demands of reality".

Several independent research studies have estimated the validity of The Arrow Dot Test from the aspect of construct validity. Predictions were made concerning expected variations of test scores from group to group of specified subjects. The most relevant is a recent study by Rankin and Wikoff (20). The Arrow Dot Test Impulse Score was found to discriminate between reformatory inmates and college students at the .01 level of significance. Reliability coefficients, as determined by the test-retest method, ranged from .42 to .82. Coefficients of internal consistency yielded correlations ranging from .78 to .89.

The California Psychological Inventory

This instrument was designed on the principle that questionnaire items which correlate with socially significant criteria are important, whether or not they fit into available personality theories. The instrument consists of True-False items written to assess social and personal attitudes and interests. The Responsibility Sub-Scale seeks to identify persons of conscientious, responsible, and dependable disposition and temperament.

A short form of the Responsibility Sub-Scale of the California Psychological Inventory was developed by selecting 13 True-False items with good face validity from the 42 items in the Responsibility Sub-Scale of the California Psychological Inventory. The scoring for these 13 items following the scoring of the California Psychological Inventory.

The Michigan Picture Test and McClelland's Achievement Motivation Pictures

The Michigan and the Achievement Motivation Pictures consist of test stimuli similar to those of the Thematic Apperception Test. The Michigan picture Test Stimuli and the Achievement Motivation Pictures were selected in preference to the Thematic Apperception Test because the apparent age of the figures in the pictures and the activities depicted in these tests appeared closer to those of the subject population than the Thematic Apperception Test stimuli.

The Earliest Memory and Critical Incidents

These two additional "projective" devices were used, based on the Critical Incident Technique developed by John Flannagan and first described by him in the article "The Critical Incident Technique". (9). Responses were elicited to standard, semi-structured questions concerning varieties of major problems or upsetting feelings that the boy had to deal with, and varieties of "earliest" concrete memories of childhood.

All of the projective test responses were scored by a specially devised system. The responses were scored in the same four areas covered by the Interview Schedule. Each response was rated as having positive, neutral, mixed or negative themes. The themes scored ranged from success and acceptance to anti-social acts or "phony" positive themes. A total score was obtained.

Behavior Rating Scales

A multiple choice rating system was developed from a study done by Dr.

Ruth G. Newman (16).

Dr. Newman analyzed 872 "critical incidents" taken from daily group and individual tutoring sessions with six emotionally disturbed, hyper-aggressive children. The incidents were classified and categorized into particular patterns of response considered to reflect adjustment and maladjustment. These categories served as the basis for the construction of a multiple choice Behavior Rating Scale for the present Project.

The social worker completed the scale for each item, by indicating that each illustrated behavior was either descriptive, not descriptive, or questionable (?). If a "question mark" response was selected, space was made available for comments A total score was obtained

An additional seven point rating scale was also given to the social worker completing the Behavior Rating Scale. The instruction for this rating was to estimate the boy's Overall Chance of Adjustment, with choices ranging from very good to very bad, based on personal observation of the boy's present behavioral adjustment.

Estimates of Reliability of Tests and Raters

Estimates of the reliabilities of the Tests and Rating Scale devised for this study were determined by the test-retest method. The re-rating or retest took place 60 to 120 days after original testing upon sample groups of various sizes. When total scores varied by one point or less, they were considered to be in agreement. Percentage of agreement between first and second scores are shown in the following table for each measure:

Table 3

Tests or Ratings	N	Percentage of Agreement	Range of Scores
1. Adaptation of California Responsibility Sub-Test	22	60	0 - 13
2. Social Workers Guidance Rating	20	71	0 - 14
3. Vocational Choice	43	74	3 - 15
4. Initial Total Conformity Score	29	75	0 - 16
5. Attitude Scale Based on Projective Tests	20	70	3 - 12
6. Social Workers expectation of adjustment	22	80	1 - 7

An estimate of the agreement between subjective judgement by different raters was determined by the percentage of agreement when the same subject was rated by both a member of the Project staff and a social worker. When scores varied by one point or less they were considered to be in agreement.

Rating	N	Percentage of Agreement	Range of Scores
Estimate of Adjustment	33	61	1 - 7
Behavior Rating Scale	33	45	0 - 14

Variables Processed by Electronic Computer

1. Twenty-three background, test and interview measures were obtained at the time of selection of the Control and Experimental subjects and eleven measures were obtained at the time of release of the subjects from the In-Care phase of treatment. The background data was gathered from institutional records and the Social Service Exchange.

   At the time of selection of the subjects, information concerning the following 23 variables were gathered:

   (1) Age at time of assignment (in months)

   (2) Admission behavioral problem - admission behavioral problems on institutional records were classified in the categories of school, home or community problems and the various combinations of these. Classified as school problems were "truancy, disruptive school behavior or other school problems". Classified as home problems were "uncontrollable at home, or runaway, or neglect". Classified under community problems were theft, assault and varieties of delinquent activity.

   (3) First diagnosis - classified according to psychiatric diagnosis in institutional records.

   (4) Religion - classified according to stated religion in institutional records.

   (5) Ethnic group - classified according to stated ethnic group in institutional records.

   The Scores on Individual Tests:

   (6) Porteus Maze Quantitative Scores

   (7) Porteus Maze Qualitative Scores

   (8) The score on the Project revision of the Responsibility Sub-Scale of the California Personality Inventory.

   (9) The Attitude Score from the Projective Tests.

   (10-12) The Arrow Dot Test - (10) Ego, (11) Id, and (12) Super Ego scores.

(13) The social workers Estimate of Adjustment

(14) The social workers Behavior Rating Scale

(15-18) Scores on vocational choice rating - (15) approach, (16) reality assessment, (17) effort expended toward making vocational choices, and (18) total score.

(19-23) Ratings on institutional adjustment - "conformity" scores for (19) school, (20) community center, (21) cottage, (22) "keeping out of trouble" and (23) total conformity.

At the time of release from the In-Care phase of treatment, information concerning the following 11 variables was gathered.

(1) Age discharged from In-Care (in months)

(2) Length of time in In-Care program (in months)

(3) Living arrangements at discharge - classified as to whether living with parents, other relatives, group home or various other arrangements.

(4) Source of family income, if at home - classified as to whether welfare recipients or independent income.

(5) Rate of delinquency in area of residence at discharge - classified according to "Health Area" as listed in the volume "Ten year trends in Juvenile Delinquency in New York City, 1953-1962", published by the N. Y. City Youth Board. (24)

(6-10) Ratings for Institutional adjustment - a repeat of the interview questionnaire yielding (6) school, (7) community center, (8) cottage, (9) "keeping out of trouble" and (10) total conformity scores.

(11) Life situation at time of release from In-Care - classified as to whether the individual was working, at school, in the armed forces, just "loafing" or in a variety of other institutional settings.

2. Thirty-three variables were obtained at the time of the six month follow-up and the same thirty-three were obtained at the time of the one year follow-up, resulting in a total of sixty-six variables for those individuals

on whom both six month and one year data were available.

The thirty-three variables obtained were:

(1) Life situation - working, at school, in institution, 'loafing', in armed forces.

(2) Number of months in community at time of questionnaire.

(3) Number of court appearances.

(4-7) Job history - (4) part or full time job, (5) number of jobs, (6) longest time on the same job and (7) wages on job held longest.

(8-29) Ratings for After-Care - "conformity" scores for (8) school, (9) work, (10) home, (11) "keeping out of trouble" and (12-29) scores for each individual item contributing to the total scores. An over-all Total Score was not obtained since not all individuals were in school or at work.

(30-33) Scores on vocational choice rating - (30) approach, (31) reality assessment, (32) effort expended toward making vocational choices and (33) total score.

Statistical Treatment of Data

1. For categorical data the number and percent of subjects in each group falling into each category was obtained. With data assumed to be normally distributed, Means and Standard Deviations were obtained for each group.

2. Statistical tests of significance were performed on all of the data obtained in the follow-up phase but were only performed on those background characteristics which, on inspection, appeared to differ.

3. The significance of the difference between Experimental Group A and the other groups (Control Group, Experimental Group B, Comparison Group) on categorical data, obtained during the In-Care phase of treatment and at six month and one year follow-up was tested by means of the Chi-Square test. When the difference between several groups approached statistical significance, the data were further analyzed into 2 x 2 tables, the .91 level of significance was used as a standard.

4. The significance of the difference between groups in normally distributed scores was tested by means of "t" tests. The .01 level of significance was used as a standard.

5. A correlation matrix of sixty-six variables was obtained in order to assess the inter-relationships of background and adjustment variables. The data for 113 Control and Experimental subjects were combined. One of the variables was classified as Experimental vs. Control population. Product moment or point bi-serial correlations were obtained depending upon which was appropriate for the data. Correlations were converted to Z scores in obtaining critical ratios. Significance was set at the .01 level.

6. For correlational purposes, six month follow-up data were used when available and when not available, one year data were substituted.

Qualitative Considerations in Data Collection Process

It seemed important for the research not to overlook certain qualitative considerations bearing upon the collection of research data which inevitably occurred in a viable and complex treatment facility such as Children's Village.

Thus, if the vocational experiences of the boy in the Auxiliary Maintenance Corps. were to be captured accurately on the appropriate research questionnaire, it became necessary to build into rating procedures a number of cautions. The individual prescription form for each boy was carefully analyzed so that all terms were clearly defined to insure uniform inter-rater interpretations. The questionnaire items, as such, were developed from observation of the boy in vivo so that they could be most relevant and meaningful for the research. The items pertained to such adaptational aspects as response to supervision and external controls, level-difficulty of tasks, productivity, self-directing behavior, response to praise, etc.

Again, since occupational orientation was defined as the teaching-learning process about the world of work, it therefore followed that the effectiveness of alternate instructional methods employed became one of the important areas to be researched. While the substantive content of the occupational material focused upon those jobs which lay within the interest areas of the boys, the crucial issue which concerned the research was to identify teaching techniques which were the most effective. Were experimental situations better than guided readings, lectures, role playing, audio-visual exposure or counseling? What about various combinations of techniques?

Similarly, other questions for research as well as questionnaire items, evolved from controlled observations of the Project program including observations of the performance of the study group members both in the institution and the community. Often, preliminary impressions concerning the several treatment methods raised many questions. In some instances, puzzling contradictions became evident. For example, what was taking place where, in spite of very low test aptitude, a boy did very well in the actual activity that had been measured. What was happening in another situation where an impulsive "acting out" boy showed appropriate concentration and effort in a vocational activity?

In the final analysis, it seemed clear that the most meaningful questions to be researched in the present endeavor grew from actual experience with the boys, the treatment facility and interactions with Project personnel and certainly with the staff of the facility. While standard psychological measures were also tried out and accepted where applicable, the most sensitive instruments were those which grew out of our observations of the reactions of the study group to the experience provided them.

CHAPTER IV

QUANTITATIVE RESULTS

Characteristics of Experimental and Control Groups on Admission to the Project

Complete test and interview data were obtained for the 68 Experimental Group A and 25 Control subjects. Some of these data were not obtained for the other two groups (Experimental Group B and the Comparison Group).

Continuous Data

Table #4 presents means and standard deviations of data obtained through tests, interviews and also institutional records for Experimental Group A and Control subjects. In general there was little difference between mean scores of Experimental Group A and Control subjects.

Age at Assignment and Discharge

For both groups the average age at the time of assignment to the research Project was approximately 14-8 (176 months) and the average age at discharge from In-Care was approximately 15-6 (186 months). Thus the average time in In-Care was ten months.

Rate of Delinquency in Area of Residence

Both groups came from areas in which the delinquency rate was slightly below the 'high delinquency' critical score of 70 per 1000. The Experimental Group A came from residential areas with an average delinquency rate of 66.71 and the Control Group from areas with an average rate of 59.40.

Porteus Maze

The Porteus Maze Quantitative Score, which is interpreted as a measure of "planfullness" was 110.29 for Experimental Group A and 113.44 for the Control Group. Since the average score on this test is 100, the subjects can be considered to show relatively good cognitive functioning in this area.

The Porteus Maze Qualitative Score, a measure of impulsivity and lack of conformity, was 26.78 for Experimental Group A and 23.88 for the Control Group, which is similar to scores in the 20's obtained by normal subjects in contrast to scores observed for 'delinquents' (generally averaging to the forties) in many studies. These results cast some question upon the 'delinquent' categorization of our present population.

Responsibility Sub-Scale of the California Personality Inventory

On the Responsibility Scale where a high score is indicative of a greater sense of responsibility, the mean scores were 6.98 for Experimental Group A and 6.44 for the Control subjects, out of a maximum score of 13.

Table 4

Means & Standard Deviations (S.D.) on Background Characteristics of Experimental Group A & Control Group (a)

	Experimental Group A			Control Group		
Background Characteristic	N(b)	Mean	S.D.	N(b)	Mean	S.D.
Age at Assignment to Project in Months	68	176.29	9.81	25	176.56	9.59
Age of Time in In-Care in Months	68	185.79	10.53	25	186.52	10.44
Length of Time in In-Care in Months	68	9.48	3.60	25	9.96	6.22
Rate of Delinquency in Area of Residence (per 1,000)	68	66.71	34.13	25	59.40	30.68
Porteus Maze Quantitative Score	68	110.29	13.80	25	113.44	10.24
Porteus Maze Qualitative Score	68	26.78	15.48	25	23.88	10.70
Responsibility Scale	68	6.98	2.07	25	6.44	1.68
Attitude Score	68	6.68	1.84	25	7.40	4.95
Arrow Dot Test E	68	16.62	4.15	25	18.08	2.61
Arrow Dot Test I(c)	68	3.41	2.79	25	2.12	1.64
Arrow Dot Test S	68	2.90	3.06	25	3.16	2.75
Social Workers Estimate of Adjustment Potential	68	3.13	1.14	25	3.12	1.36
Behavior Rating Scale on Admission	68	8.19	3.62	25	9.12	3.89
Vocational Approach	66	3.18	.76	25	2.84	.75
Vocational Reality Assessments	66	3.18	.68	25	2.84	.69
Vocational Effort	66	3.65	.69	25	3.40	.71
Total Vocational Choice on Admission	66	10.01	1.84	25	9.08	1.87
Conformity Rating on Admission-School	66	2.94	.89	25	3.00	1.04
Conformity Rating on Admission-Community Center	66	2.77	.99	25	3.00	1.04
Conformity Rating on Admission-Cottage	66	3.86	.93	25	4.16	.80
Conformity Rating on Admission-Trouble	66	1.74	.90	25	1.68	.90
Conformity Rating on Admission-Total	66	11.32	1.93	25	11.76	2.28

(a) these data were not available for the other comparison groups

(b) Not all data were obtained for all subjects

(c) The Arrow Dot I Score is the only variable above significantly differentiating at the .01 level between Experimental Group A and Control Group

Attitude Score

The mean Attitude Score, a high score being indicative of a positive Attitude toward school, home, community and staying out of trouble, was 6.68 for Experimental Group A and 7.40 for the Control subjects.

The Arrow Dot Test

The average Arrow Dot Tes E, I and S scores were 16.62, 3.41, and 2.90 for Experimental Group A and 18.08, 2.12 and 3.16 for the Control Group. The E score is the Ego or Reality Oriented Score and thus the preferred category of responses. The "I" score is a measure of impulsivity while the "S" score is a measure of "over conformity".

The Social Worker's Estimate

The scores assigned by social workers on the seven-point scale as "expectation of boy's ability to adjust" average 3.13 for Experimental Group A, 3.12 for the Control Group, just about the scale midpoint which indicates a judgement of average ability to adjust to the community on leaving the institution.

Behavior Rating Scale

The mean score on the fourteen-point Behavior Rating Scale on Admission, in which high scores are indicative of good adjustment, was 8.19 for Experimental Group A and 9.12 for the Control subjects, definitely above the scale midpoint.

Vocational Choice Ratings

The average score on the five-point Vocational Approach was 3.18 for Experimental Group A and 2.84 for Control subjects indicating the boys generally "state vocational choices in a manner only vaguely relating them to needs, capacities and abilities".

On the five-point Vocational Reality Assessment, the average scores were 3.18 for Experimental Group A and 2.84 for Control subjects, indicating that boys generally show "knowledge concerning choices reflecting vague investigations of the work duties and requirements."

On Vocational Effort, the average score was 3.65 for Experimental Group A and 3.40 for Control subjects out of a possible five points indicating that boys generally have made "only vague or little or no efforts to follow through with verbalized plans".

On Total Vocational Choice on Admissions, including the above three vocational areas, where a low score of three out of a possible 15 was most positive, Experimental Group A averaged 10.01, the Control Group 9.08.

Conformity Ratings

The average "Conformity Ratings" obtained at the time of admission to the Project were 2.94 for school, 2.77 for community center, 3.86 for cottage and 1.74 for trouble for Experimental Group A and 3.00, 2.92, 4.16 and 1.68 respectively for the Control Group. These ratings which represent above median adjustment would indicate that on the average Experimental Group A and Control Group boys assigned to the Project tended to conform to all areas of the institutional milieu.

No significant correlations were found among the various conformity scores obtained at the time of admission.

Tests of Statistical Significance

In order to test the significance of the difference between mean scores obtained by the Experimental and Control groups, "t" tests were carried out. The only variable in Table 3 significantly differentiating between the Experimental and the Control groups was the Arrow Dot I score. The Control group attained a significantly (C.R. = 2.74, $P<.01$) lower score (2.12) than the Experimental Group (3.41). This finding would indicate that on the average, the Experimental Group was significantly more impulsive than the Control Group at the time of initial selection into the Project, since an elevated A.D.I score is purported to signify functioning in such a way that concern for rules is ignored.

Categorical Data

Table #5 presents a comparison of Experimental Group A, Control and Experimental Group B (After-Care Only Group) on six background characteristics. (1) admission behavior problem; (2) diagnosis on admission; (3) religion; (4) ethnic group; (5) source of family income and (6) living arrangements at discharge.

The data are presented in terms of the percent of subjects in each group with each of the indicated background characteristics.

Differences between groups in each characteristic were tested by a series of 2 x 2 chi square tests separately for each response category.

Admission Behavioral Problem

The Experimental Group A and Control Group differed little in the types of behavioral problems which led to admission to the institution. Admission behavioral problems fell into the following gross categories:

School: Truancy; disruptive school behavior; school "problem"

Home: Uncontrollable at home; runaway; neglect

Community: Theft; assault; delinquent activities

The major problem for both groups related to a combination of school and community problems of adjustment. About one-fourth of the subjects (25 percent of Experimental Group A and 28 percent of the Control subjects) had a combination of school and community problems. The second major admission problem for Experimental Group A and Control subjects related to home problems only (17.7 percent of Experimental Group A and 20.0 percent of Control subjects). Few Experimental Group A (7.4%) and Control (4.0%) subjects had problems related to school only. Each of the other individual and multiple areas accounted for 10.3 to 16.0 percent of the subjects.

None (0%) of the Experimental Group B subjects showed the admission problem of school and community troubles combined, the major area of the Experimental Group B and Control Group.

There was a statistically significant difference between the Control Group and Experimental Group B ($x^2 = 6.6$, $P < .01$) on the incidence of school and community problems combined as the admission behavior problem.

The Experimental Group B had more subjects in the school only, home only, community troubles only, and school-and-home combined categories than did either Experimental Group A or Control Group and fewer subjects in the home and community combined than either Experimental Group A or Control Group, but none of these differences were statistically significant.

The differences between Experimental Group B and the other two groups is probably a function of the sampling methods used. The Experimental Group A and Control Groups were random samples of the population recommended by institutional personnel for vocational services. Experimental Group B was randomly selected from the total population discharged from In-Care without recommendation by institutional personnel. Experimental Group B is thus a more representative sample of the total population of Children's Village since it was not pre-selected before being sampled.

Table 5

Percent of Experimental Group A, Control and Experimental Group B Subjects with Indicated Background Characteristics

Background Characteristic	Experimental Group A (N=68)	Experimental Group B (N=20)	Control (N=25)
Admission Behavioral Problem			
School only	7.4	20.0	4.0
Home only	11.7	25.0	20.0
Community trouble only	10.3	20.0	16.0
School and Home	13.2	20.0	12.0
School and Community (b)	25.0	----	28.0
Home and Community	11.8	----	8.0
School, Home and Community	14.7	15.0	12.0
Diagnosis on Admission			
Passive Aggressive Personality (a)	79.4	40.0	64.0
Infantile, Immature or Inadequate Personality	5.9	----	8.0
Personality Trait Disturbance or Disorder (a)	8.8	35.0	16.0
Adjustment Reaction of Adolescence	2.9	5.0	----
Schizoid	1.5	10.0	4.0
Schizophrenia	----	----	4.0
Other	1.5	10.0	4.0
Religion			
Protestant	58.8	65.0	44.0
Catholic	41.2	35.0	56.0
Ethnic Group			
White	33.8	45.0	36.0
Negro	48.5	45.0	40.0
Puerto Rican	17.7	10.0	24.0
Source of Family Income			
Independent	42.7	50.0	48.0
Welfare	57.3	50.0	52.0
Living Arrangements at Discharge			
Both Parents	25.0	40.0	32.0
Father only	1.5	5.0	4.0
Mother only	30.9	25.0	40.0
Other relatives	13.2	10.0	8.0
Father/Stepmother	4.4	10.0	----
Mother/Stepfather	4.4	----	4.0
Other home arrangements	4.4	----	8.0
Group Residence	16.2	10.0	4.0

(a) Significant difference, $P < .01$, between Experimental Group A Subjects and Experimental Group B Subjects

(b) Significant difference, $P < .01$ between Control Subjects and Experimental Group B

Diagnosis on Admission

Experimental Group A and the Control Group differed little on diagnosis assigned at time of admission to the institution. The large majority of Experimental Group A (79.4%) and Control (64.0%) subjects were classified as Passive-Aggressive Personalities, while only a minority of Experimental Group B subjects (40%) were similarly classified. There was a significant difference ($x^2 = 11.5$, $P < .01$) between Experimental Group A subjects and Experimental Group B subjects on incidence of Passive Aggressive Personalities.

In contrast 35.0 percent of Experimental Group B compared to 8.8 percent of the Experimental Group A and 16.0 percent of the Control Group were classified as Personality Trait Disturbance or Disorder. The difference between the Experimental Group A and Experimental Group B was statistically significant ($x^2 = 3.6$, $P < .01$).

The other diagnostic categories listed in Table 2 accounted for no more than 10 percent of the subjects in any group. None of the differences were statistically significant.

Religion

The majority of Experimental Group A (58.8%) and Experimental Group B (65%) were Protestant, as were 44% of the Control subjects. All other subjects were Catholic. There were no differences among the three groups in religious identification.

Ethnic Group

The largest ethnic category for each group was Negro (48.5%) of Experimental Group A subjects, 40.0% of Control subjects and 45.0% of Experimental Group B. The next largest category was White, accounting for 33 8% of Experimental Group A, 36.0% of the Control Group and 45.0% of Experimental Group B. Between 10.0 and 24 0% of each group were Puerto Rican. No other ethnic groups were represented in the samples. None of the differences among groups was statistically significant.

Source of Family Income

Slightly more than half the Experimental Group A (57 3%) and the Control Group (52.0%) and exactly half of Experimental Group B (50.0%) were from families supported mainly by welfare funds. Other subjects came from families supported by independent funds. None of the differences were statistically significant.

Living Arrangements at Discharge

The major category of living arrangements' at discharge for Experimental Group A (30.9%) and the Control Group (40.0%) and the second major category for Experimental Group B (25.0%) was living with the mother only. The second largest category for Experimental Group A (25%) and Control (32%) Groups, and the major category for Experimental Group B (40%) was living with both parents. Few boys were living with father only. (1.5 - 5.0%). The group residence maintained by Children's Village was the living arrangement for 16.2% of Experimental Group A, 4.0% of Control and 10.0% of Experimental Group B subjects. About 10% of each group were living with non-parent relatives. All other arrangements accounted for no more than 8% of the boys in any group.

Adaptation in the Community

Life Situation

Tables #6a, b, c summarize the life situation of boys in the Experimental Group A, Control Group and Experimental Group B at three stages of the study: (1) on discharge from In-Care; (2) six months after discharge and (3) one year after discharge. Not all boys had been out of Children's Village for one year which explains the drop in the number of cases at the one year evaluation.

Table 6a

Life Situation on Discharge from In-Care

Percent of Subjects with Indicated Placement

	Experimental Group A (N=68)	Experimental Group B (N=20)	Control (N=25)
School	86.8	95.0	76.0
Working	0.0	0.0	4.0
Unoccupied	10.3	5.0	16.0
Psychiatric Institution	2.9	0.0	4.0

Table 6b

Life Situation at Six Month Evaluation

Percent of Subjects with Indicated Placement

	Experimental Group A (N=68)	Experimental Group B (N-20)	Control (N=25)
School	42.7	35.0	40.0
School & Work	5.9	20.0	16.0
Working	8.8	5.0	8.0
Unoccupied	7.4	5.0	0.0
Correctional Institution	7.4	5.0	12.0
Unknown or cooperation refused	27.9	30.0	24.0

Table 6c

Life Situation at One Year Evaluation

Percent of Subjects with Indicated Placement

	Experimental Group A (N=55)	Experimental Group B (N=20)	Control (N=21)
School	27.3	35.0	19.0
School & Work	7.3	15.0	19.0
Working	12.7	0.0	9.5
Unoccupied	10.9	30.0	4.8
Correctional Institution	10.9	5.0	14.3
Armed Forces	0.0	0.0	4.8
Psychiatric Institution	0.0	5.0	0.0
Unavailable or cooperation refused	30.9	10.0	28.6

On discharge a large majority of each group, 86.8% of Experimental Group A, 76% of the Control Group and 95% of Experimental Group B were attending school. Only one (4%) of the Control subjects, and none in the other groups were working. Two Experimental Group A subjects (2.9%) and one Control (4%) subject were in a psychiatric institution. Five to sixteen percent of the boys were neither in school nor at work nor institutionalized.

At six months after discharge less than half (35% - 42.7%) of the boys in each group were attending school only compared to the 76-95% who were attending school only immediately after discharge. Another 5.9% of the Experimental Group A, 16% of the Control Group and 20% of Experimental Group B were attending school and working. Combining both categories, about half of each group were still attending school. A small proportion in each group were working only (5-8.8%) in correctional institutions (5-12%) and doing nothing (0-7.4%). Data were unavailable for about one-fourth (24-30%) of the subjects in each group. *

Data for one year after discharge were based on smaller samples because a number of the boys had not been out of the Children's Village for one year. Of those who had been out for one year, about one-fourth of the Experimental Group A (27.3%) and one-fifth of the Control Group (19%) and about one-third of Experimental Group B (35%) were attending school only. A small group of Experimental Group A (7.3%), of Control (19%), and of Experimental Group B subjects (15%) were attending school and working. Combining these two categories, one year after discharge, approximately one-third of Experimental Group A (34.6%) and Control (38%) Group, and one-half (95.0%) of Experimental Group B were still attending school. Approximately equal percentages, 10.9% of Experimental Group A, 14.3% of the Control Group and 10% of Experimental Group B were in correctional or psychiatric institutions. A small number of the Experimental Group A (12.7%) and Control subjects (14.3%) were working only or in the Armed Forces, but none of Experimental Group B were in either of these working categories. A relatively large number (30%) of Experimental Group B, but relatively few of Experimental Group A (10.9%) and Control (4.8%) subjects were doing "nothing".

* As of the time of the writing of this report of the 31 boys who were not included in the evaluation because of research cut-off time, nine were still institutionalized and 22 were in the community. The percentages of boys in the various life situation categories were similar to those of the groups included in the study.

Conformity Rating Scores in Four Areas of Experience

Conforming Scores at Discharge

Table #7 indicates the percent of Experimental Group A and Control Group subjects with "conforming" scores on the Conformity Rating Scale at time of discharge from Children's Village. These ratings refer to adjustment in Children's Village before discharge. There were no statistically significant differences between Experimental Group A and Control Group subjects in any area. The large majority (75-87%) of the boys in both groups had conforming scores on school adjustment and cottage adjustment in Children's Village, as did the Control subjects in Community Center adjustment. In the "keeping out of trouble" area, about half (49-56%) of both Control Group and Experimental Group A subjects had conforming scores.

Table 7

Percent of Experimental and Control Group with Conforming Scores in Each Area at the Time of Discharge from In-Care.

	Experimental Group A (N=61)	Control Group (N=16)
% with school rating of 4-5 (conforming)	80. 33	81. 25
% with community center rating of 4-5	54. 10	81. 25
% with cottage rating of 4-5	75. 41	87. 50
% with keeping out of trouble rating of 2-3	49. 18	56. 25
% with total conformity rating at discharge of 9-16	64. 00	80. 88

Conforming Scores at Six Month Follow-Up

Table #8 indicates the percent of Experimental Group A, Control and Experimental Group B subjects with "conforming scores" on the Conformity Rating Scale at the time of the six month follow-up interview. Less than half (41%) of the boys in Experimental Group A had conforming scores for school adjustment while over half of the Control (54%) and Experimental Group B subjects (61%) had conforming scores in this area. A majority of boys in both Experimental Group A (67%) and Control Groups (60%) obtained conforming ratings in the area of home adjustment while under half of the Experimental Group B subjects (46%) had conforming scores. Approximately two-thirds (61-71%) of all the boys who reported some form of work activity obtained conforming scores on work adjustment. None of the above differences between groups were statistically significant. In the "keeping out of trouble" area, less than half of Experimental Group A subjects (40%) had conforming scores while approximately three-quarters (73%) of Control Group subjects and about half (54%) of Experimental Group B subjects had conforming adjustment in 'keeping out of trouble'!

Table 8

Percent of Experimental Group A, Control Group and Experimental Group B with Conforming Scores in Each Area at Six Month Follow-up

	Experimental Group A		Experimental Group B		Control Group	
	N[a]	%	N[a]	%	N[a]	%
% with School Rating of 4-5	44	40.91	13	61.54	13	53.85
% with Home Rating of 4-5	45	66.67	13	46.15	15	60.00
% with Work Rating of 3-4	23	60.87	7	71.43	8	62.50
% with Trouble Rating of 3-4	45	40.00	13	53.85	15	73.33

[a] N varied for individual areas because of varying life situations of subjects

Conforming Scores at One Year Follow-up

Table #9 indicates the percent of Experimental Group A, Control, Experimental Group B and the Comparison Group subjects with "conforming scores" on the Conformity Rating Scale at the time of the one year follow-up interview. None of the above differences between groups were statistically significant.

Approximately one-third of the subjects in Experimental Group A (38%) and the Control Group (36%) obtained conforming scores in the school area while one-half (50%) of the subjects in Experimental Group B and 63% of the subjects in the 1959 Study Comparison Group obtained conforming scores in the school area. About half of the subjects in all groups (52-58%) obtained conforming ratings in the area of home adjustment.

A majority of the subjects in Experimental Group B (75%) and in Experimental Group A (64%) had conforming scores in the work area while less than half of the subjects in the 1959 Study Comparison Group (41%) and in the Control Group (40%) had conforming scores in this area.

Slightly more than half of Experimental Group A (56%), Control Group (58%) and Experimental Group B (63%) subjects had conforming scores in the 'keeping out of trouble' area while a minority of the 1959 Study Comparison Group subjects (34%) had conforming scores in this area.

Table 9

Percent of Experimental Group A, Control, and Experimental Group B and 1959 Comparison Group with Conforming Scores in Each Area at One Year Follow-Up

	Experimental Group A		Experimental Group B		1959 Comparison Group		Control Group	
	N[a]	%	N[a]	%	N[a]	%	N[a]	%
% with School Rating of 4-5	29	37.93	16	50.00	27	62.96	11	36.36
% with Home Rating of 4-5	32	53.13	16	56.25	27	51.85	12	58.33
% with Work Rating of 3-4	22	63.64	12	75.00	27	40.74	10	40.00
% with "Trouble" Rating of 3-4	32	56.25	16	62.50	27	37.04	12	58.33

[a] N varied for individual areas because of varying life situations of subjects

Comparison of Conforming Scores at Different Time Periods

It is of interest to note that although at the time of discharge from In-Care a very large majority of subjects in both Experimental Group A and Control

Group (80-81%) had conforming scores in the school area, at six months, approximately half of these groups (Experimental Group A, 41%, Control 54%,) had conforming scores in the school area, and at one year approximately one-third of each group (Experimental Group A, 38%, Control 36%) had conforming scores in the school area. The school area is the only one which is wholly comparable from time of discharge from In-Care to six months and one year after discharge from In-Care.

In the home area, the percent of Control and Experimental Group A subjects with conforming scores were 60 and 66% respectively at six months and 58 and 53% at one year, indicating little change in home adjustment.

In the work area, the percentage of Control Group subjects attaining conforming scores dropped from 63% at six months to 40% at one year. On the other hand, the percentage of Experimental Group A subjects obtaining conforming scores in the work area at one year (64%) did not change materially from the 61% obtaining such scores at six months.

In the "keeping out of trouble" area, 40% of the Experimental Group A subjects reported conforming behavior at six months while a greater number (56%) reported such behavior at one year. In contrast, almost three-quarters (73%) of subjects in the Control Group had conforming scores in the "trouble" area at six months, but this dropped to somewhat over half (58%) at one year.

The consistent trend for the Control Group is to show smaller percentages of subjects reporting conforming behavior in all areas at one year as compared with six months. In Experimental Group A, the percentage of subjects reporting conforming scores at one year as compared with six months decreased only in the school and home areas and increased in the work and 'keeping out of trouble' areas.

In Experimental Group B, a larger percentage of subjects had conforming scores in all areas, except school, at one year as compared with six months. At six months, 46% of Experimental Group B subjects had conforming scores in the home area while 56% had such scores at one year. Approximately three-quarters of these subjects had conforming scores in the work area at six months (71%) and at one year (75%) had such scores. Slightly over one-half (54%) of Experimental Group B subjects had conforming scores in the "keeping out of trouble" area at six months and slightly more (63%) had such scores at one year. The only area in which there is a decrease in the number of Group B subjects reporting conforming scores is the school area where at six months 62% of Experimental Group B had such scores while at one year only half (50%) of these subjects had conforming scores.

Inter-Correlations Among Different Conformity Ratings at After-Care Follow-Up

Table #10 presents the inter-correlations between the different Conformity Rating Scores at After-Care Follow-Up for Experimental Group A and Control Groups combined. For correlational purposes six month follow-up data were used when available, and when not available, one year data were substituted.

Conformity ratings in the areas of school, home and "trouble" were all significantly inter-correlated at the .01 level. Correlations between the conformity ratings in these areas ranged from .30 to .57. The highest correlation (.57) was that between conforming to school behavior and staying out of trouble. On the other hand, conformity ratings in the work area did not correlate significantly with conformity ratings in any of the other three areas. Correlations ranged from .06 to .13 between work conformity ratings and all other conformity ratings.

Table 10

Inter-Correlations Among Various Conformity Rating Scores at After-Care Follow-up, for Experimental Group A and Control Group Combined (N = 93)

Conformity Rating at 6 months - 1 year	School	Home	Trouble	Work
School	1.00	.55*	.57*	.06
Home		1.00	.30*	.06
Trouble			1.00	.13
Work				1.00

* statistically significant, $P < .01$

Inter-Correlations Among Conformity Ratings at Children's Village and Ratings After Discharge

Table #11 presents correlations between conformity scores on adjustment to Children's Village and related conformity scores at After-Care follow-up for Experimental Group A and Control Groups combined. The only conformity ratings found to be significantly correlated (.30) at the .01 level were those between conformity rating scores to the cottage in Children's Village and conformity rating scores to the home after discharge.

Table 11

Inter-Correlations Between Conformity Scores in Children's Village and Conformity Scores at After-Care Follow-up in Each Area for Experimental Group A and Control Groups Combined (N = 77)

	Conformity Rating at After-Care Follow-up			
Conformity Rating in Children's Village	School	Work	Home	Trouble
School	.02	-.23	-.23	.00
Community Center	.01	.25	-.02	.03
Cottage	.16	.09	.30*	.06
Trouble	.03	.16	.06	.03

* statistically significant, P<.01

Responses to Individual Items in Conformity Rating Schedule

Responses to Items at Six Months Follow-up

Table #12 presents the percent of Experimental Group A, Control and Experimental Group B subjects with conforming response to each of the 18 items in the Conformity Rating Schedule at the six month follow-up. The number of subjects varied for individual questions because of varying life situations of subjects, i.e., whether they were at school, working, etc. At the time of the six month follow-up, for only one of the eighteen items was there a statistically significant difference (at the<.01 level) between the various sub-groups of subjects.

Table 12

Percent of Experimental Group A, Control and Experimental Group B Subjects With Conforming Response to Each Item in Conformity Rating Schedule at Six Month Follow-up

% Who Indicate:	Experimental Group A		Experimental Group B		Control	
	N		N[a]		N	
Is not doing failing work in more than two subjects	44	52.27	13	53.85	14	78.57
Puts forth some effort in school, has not failed subjects because of disinterest, lack of effort, or inattention	44	45.45	13	46.15	14	64.29
Feels he is learning something in school	44	72.73	13	84.62	14	85.71
Feels School is preparing him for a good job (or some specific job) [b]	44	52.27	13	92.31	14	64.29
Likes school more than dislikes it	44	40.91	13	69.23	14	64.29
Does his chores nearly all the time	45	84.44	13	76.92	15	86.67
Does things with the family at least half of the time they are together	45	57.78	13	61.54	15	40.00
Usually feels wanted by his family	45	84.44	13	69.23	15	93.33
Only fights with brothers and sisters some of the time	45	86.67	13	61.54	15	86.67
Hardly ever has fights with his parents	45	64.44	13	46.15	15	66.67
Feels he is learning things on the job which will help him get ahead	23	43.48	7	57.14	8	37.50
Seldom has trouble with superiors	23	78.26	7	85.71	8	87.50
Seldom has trouble with fellow workers	22	91.30	7	100.00	8	100.00
Enjoys his work most of the time	23	56.52	7	85.71	8	62.50
Spends hardly any time hanging around with the boys	45	42.22	13	69.23	15	80.00
Has close friends whom he is sure are staying out of trouble	45	48.89	13	69.23	15	80.00
Seldom tempted to steal	45	55.56	13	61.54	15	66.67
Has never carried a knife or other weapon since discharge	45	60.00	13	76.92	15	86.67

[a] N varied for individual questions because of varying life situations of subjects.

[b] The Experimental Group A differed significantly ($P < .01$) from Experimental Group B, but not from the Control Group.

In the response to the item indicating that the subject "feels that school is preparing him for a good job or some specific job", the highest percentage of subjects responding affirmatively are in Experimental Group B. The percentage of conforming subjects on this item for Experimental Group A (52%) differs significantly ($X^2 = 7.02$, $P < .01$) from the percentage in Experimental Group B (92%) but not from the percentage of Control Group Subjects (64%).

Responses to Items at One Year Follow-up

Table #13 presents the percent of Experimental Group A, Experimental Group B and Control subjects with conforming responses to each of the 18 items in the Conformity Rating Schedule at the one year follow-up. As indicated for the six month table, the number of subjects varied for individual questions, depending on life situations.

There was only one item of the 18 on which differences between groups were statistically significant at the .01 level. Of those who were working, significantly more Experimental Group A subjects (59%) than Control subjects (10%) felt they were "learning things on the job which will help him to get ahead" ($X^2 = 6.7$, $P < .01$)

Table 13

Percent of Experimental Group A, Control and Experimental Group B With Conforming Response to Each Item in Conformity Rating Schedule at One Year Follow-up

% Who Indicate:	Experimental Group A		Experimental Group B		Control	
	N		N[a]		N	
Is not doing failing work in more than two subjects	29	65.52	16	50.00	11	72.73
Puts forth some effort in school, has not failed subjects because of disinterest, lack of effort, or inttention	29	34.48	16	37.50	11	36.36
Feels he is learning something in school	29	75.86	16	62.50	11	63.64
Feels school is preparing him for a good job (or some specific job)	29	56.67	16	56.25	11	36.36
Likes school more than dislikes it	29	46.43	16	56.25	11	36.36
Does his chores nearly all the time	32	68.75	16	81.25	12	75.00
Does things with family at least half of the time they are together	32	50.00	16	50.00	12	33.33
Usually feels wanted by family	32	81.25	16	68.75	12	100.00
Fights with siblings sometimes	32	81.25	16	81.25	12	83.33
Hardly ever fights with parents	32	62.50	16	43.75	12	66.67
Feels he is learning on the job [b]	22	59.09	12	50.00	10	10.00
Seldom has trouble with superiors	22	72.73	12	83.33	10	90.00
Seldom has trouble with fellow workers	22	95.45	12	100.00	12	100.00
Enjoys work most of the time	22	63.64	12	66.67	10	40.00
Hardly spends any time hanging around with boys	32	65.63	16	75.00	12	41.67
Has close friends who are staying out of trouble	32	65.63	16	75.00	12	50.00
Seldom tempted to steal	32	59.38	16	75.00	12	75.00
Has never carried a knife or other weapon since discharge	32	68.75	16	87.50	12	66.67

a N varied for individual questions because of varying life situations of subjects.

b Experimental Group A differs significantly from the Control Group, ($P < .01$).

Vocational Adjustment Scores of Six Month and One Year Follow-up

Table #14 presents means and standard Deviations on vocational variables for Experimental Group A, Control and Experimental Group B subjects at six months and one year after discharge. The data include wages on the job held longest and several vocational choice ratings: Vocational approach, reality assessment, effort and total vocational choice. On each of the vocational ratings; the lower the score, the more positive the rating. No statistically significant differences were found among the groups at either six months or one year after discharge from In-Care. The average weekly wage for all groups ranged around $50.00 (from $47-$54). In computing this average, wages for boys employed part-time were prorated.

Table 14

Means and Standard Deviations on Vocational Variables of Experimental Group A, Control and Experimental Group B at Six Months and One Year Follow-up.

Vocational Variables at Six Month Follow-up	Experimental Group A			Experimental Group B			Control Group		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Wages on job held longest to closest $/wk at 6 months	21	50.48	13.72	6	47.17	9.35	7	51.00	11.04
Vocational approach at six months	45	4.07	1.09	8	3.75	.46	15	3.67	1.05
Reality Assessment	45	3.93	1.25	8	3.50	.76	15	3.33	1.29
Effort	45	4.16	1.13	8	4.12	.35	15	3.40	1.40
Total Vocational choice	45	12.16	3.47	8	11.37	1.30	15	10.40	3.66
Vocational Variables at One Year Follow-up									
Wages on job held longest to closest $/wk at one year	21	53.90	16.43	12	50.33	9.17	10	49.40	6.17
Vocational approach at one year	32	3.59	1.13	16	3.44	.96	12	3.58	1.00
Reality Assessment	32	3.47	1.22	16	3.37	.96	12	3.75	.87
Effort	32	3.75	1.14	16	3.56	1.21	12	3.92	.79
Total Vocational choice	32	10.81	3.33	16	10.25	2.11	12	11.25	2.45

Inter-Correlations of Criteria of Adaptation to the Community with Background and Personal Factors

Sixty-six variables were inter-correlated for the combined Experimental Group A and Control subjects, a total of ninety-three subjects in all. Thirty background, test and interview measures were obtained in Children's Village at the time of selection of the Control and Experimental subjects and eight additional measures were obtained at the time of discharge from the In-Care phase of treatment. Of the remaining twenty-eight measures used in the intercorrelation matrix, twenty-seven were criteria of adaptation to the community and one, the length of time in the community after discharge. In order to eliminate, insofar as possible, the problem of missing data in the correlational matrix, six month follow-up data were used when available, when not available, one year follow-up data were substituted. Product moment or point bi-serial correlations were obtained, depending upon which was appropriate for the data. Correlations were converted to Z scores in computing critical ratios. Significance was set at the .01 level.

In the discussion following, the focus is on identifying those background factors and personal characteristics which were significantly related to the criteria of adaptation to the community after discharge from the In-Care phase of Children's Village. Following are the adaptive criteria which were significantly related to one or more background factors and/or personal characteristics.

General Criteria of Adaptation

1. Longest Time on the Same Job

The one personal characteristic related to the length of time spent on the same job was the age of the subject at the time of assignment to the project (.28).

2. Wages on Job Held Longest

Positively related to wages on the job held longest was membership in the Catholic religion (.33) and the length of time in the In-Care program from the time of referral to the project (.30).

Negatively related to wages on the job held longest was membership in the Protestant religion (-.33).

3. Total Conformity Rating to School

The only characteristic related to the total conformity rating at school after discharge was prior planning as reflected in the subject's assignment to a school and/or work-school program prior to release from the In-Care program (.33).

4. Total Conformity Rating to Home

Two characteristics were related to the total home conformity rating. The total home conformity rating was positively related (.30) to conformity to the cottage in Children's Village. The total home conformity rating was negatively related (-.30) to the "I" score of the Arrow Dot Test. The "I" score is a measure of impulsivity or non-conformity to rules of the test. This means that the higher the boys rating on home adjustment after discharge the less impulsive the boy tended to be.

5. Total Conformity Rating to Work

The total work conformity rating was negatively correlated (-.34) with the "S" score of the Arrow Dot Test. The "S" score is a measure of over-conformity, applying rules and regulations indiscriminately, that is, adhering to prior rules even when they do not apply to a new situation. This means that the higher the boy's work conformity score the less he tended to "over-conform", that is, apply prior rules when they do not apply to a new situation.

6. Total "Keeping Out of Trouble" Conformity Rating

Two background characteristics were significantly related to the total "trouble" conformity rating. There was a positive relationship between keeping out of trouble and membership in the Catholic religion (.33), and a negative relationship between keeping out of trouble and membership in the Protestant religion (-.33).

Specific Criteria of Adaptation

A. Specific Conformity Rating Items Related to School Adjustment

1. The item Feels he is learning something in school was positively related (.36) to an assignment to a school and/or work-school program prior to release from In-Care.

2. The item Feels school is preparing him for a good job was negatively related (-.33) to the rate of delinquency in the area of residence at the time of discharge from the In-Care program.

3. The item likes school more than he dislikes it was positively related (.33) to assignment to a Group Residence at the time of discharge from In-Care. This means that a child assigned to a group residence at discharge from In-Care was more likely to feel positively about school than one who returned home after discharge.

B. Specific Conformity Rating Items Related to Home Adjustment

1. The item at home does his chores nearly all the time was negatively related (-.38) to the family obtaining welfare as a source of income. That is, the boy was more likely to do chores at home when the family was self-supporting than when the family was supported by welfare.

2. The item usually feels he is wanted by his family was positively related (.37) to the total conformity rating to the cottage in Children's Village, but was negatively related (-.30) to the impulsivity of "I" score of the Arrow Dot Test. Therefore the child who adjusts better to the cottage in Children's Village is more likely to feel wanted by his family. The less impulsive the boy, as evidenced by a lower "I" score on the Arrow Dot Test the more likely he was to feel wanted by his family.

3. The item hardly ever fights with his parents was also negatively related (-.29) to the "I" score of the Arrow Dot Test, indicating that less impulsive boys tend to get along better with their parents.

C. Specific Conformity Rating Related to Work Adjustment

1. The item learning things on the job which will help him to get ahead was positively correlated with both assignment to the Experimental Group A of the Project (.29) and with being a member of the White Ethnic Group (.31). Feeling that he was learning things on the job which would help him get ahead was negatively correlated with both being a member of the Negro Ethnic Group (-.38) and with the "S" over-conformity score attained upon the Arrow Dot Test (-.35).

2. The item seldom has trouble with superiors at work was positively related (.33) to the presence of Admission Behavioral Problems in the area of Community problems which includes theft, assault and other delinquent activities. This finding, that boys sent to Children's Village because of delinquent behavior in the community are less likely to have difficulty with superiors at work after discharge seems inconsistent with common sense. The item "seldom has trouble with superiors at work" was negatively related to both the rate of delinquency in the area of residence at the time of release from In-Care (-.47) and to the Responsibility Sub-Test Score on the California Personality Inventory (-.36). A high score

on this scale purportedly indicates a "conscientious, dependable disposition and temperament". This is another finding inconsistent with common sense, that individuals with a "dependable conscientious disposition" are more likely to have trouble with superiors at work than those without such a disposition.

3. The item seldom has trouble with fellow workers was positively related to assignment on discharge from In-Care to a school and/or a work-school program (.32) and negatively related to being a member of the Puerto Rican Ethnic Group (-.35).

D. Specific Conformity Rating Items Related to 'Keeping Out of Trouble'

1. The item is seldom tempted to steal money or property easily available was negatively related (-.29) to a diagnosis on admission of infantile or immature personality. This finding means that a boy with an infantile or immature personality is more likely to feel tempted to steal.

There were 11 criteria of adaptation to the community which did not correlate significantly with any of the background or personal factors selected. These items were:

1. Number of court appearances.
2. Life situation at the time of the questionnaire.
3. Number of jobs held.

Conformity Items Related to School:

4. Not doing failing work in more than two subjects.
5. Puts forth some effort in school.

Conformity Items Related to Home:

6. Does things with his family at least half the time.
7. Only fights with his siblings some of the time.

Conformity Items Related to Work:

8. Enjoys his work most of the time.

Conformity Items Related to "Keeping Out of Trouble":

9. Hardly spends any time just hanging around with the boys.

10. Has close friends who are staying out of trouble.

11. Has never carried a knife or other weapon since release from the Village.

Additional significant inter-correlations are presented in the appendix. These inter-correlations are divided into two groupings. In III B are those statistically significant correlations of background, personal and test characteristics to each other, and in III C are those statistically significant correlations of post-discharge adaptive criteria, to each other.

CHAPTER V

QUALITATIVE RESULTS

Evaluation of Services Found Most and Least Productive in the Institution

Individual Counseling

Vocational counseling was intended initially to be the means by which boys could understand and move constructively through their vocational experiences. Our impressions were that from counseling session to counseling session, very little change occurred in the behavior of each boy. However, when viewed over a longer period of time (three to six months), boys showed definite changes in their behavior in the vocational program and, in many instances, in non-Project program areas. Effective counseling took place around concrete situations and the problems stemming from the boys' adaptive efforts, rather than being focused on feelings or attitudes separate from behavior.

An illustration of this concrete approach is the case of M.D.

> M.D. was a tool clerk in the Auxiliary Maintenance Corps program. After a few months at this assignment, he suddenly began to test his adult supervisors who countered with a reprimand. The boy reacted by requesting "out" from the Auxiliary Maintenance Corps program. A meeting was immediately set up with the vocational counselor. The counselor reviewed with the boy his view of adult authority as punitive and his request to quit as a self-defeating reaction. In the review the boy was helped to see that he provoked situations leading to failure. They examined feelings and possible reasons, and it developed that the boy projected unhappiness on to the kind of work he was doing. He was helped to understand that he sought this assignment because of the fact that he could work alone and take all the credit for what he did and would not have to take the blame for what others failed to do. Further than this, he was in "control" of the tools and this made him feel good. But in spite of such motivation for requesting this job assignment, he felt isolated and left out. He had begun to feel a need for the supervisor's attention, and he used anti-social, attention-seeking behavior that served him well in earlier working situations. As a result of counseling, when offered a different assignment, the boy preferred to continue working with his present supervisor. The latter was, in turn, counseled to "accept"

> the boy and not exhibit counter-aggression. Again, with counseling help, the boy learned more effective ways of gaining recognition and went back to work with renewed vigor. The vocational counseling that he received was instrumental in reducing his need to use provocative behavior on a job to get attention.

At a later point, counseling emphasis began to shift to job performance "demands" so that the boys could begin to gain insight into more satisfying ways of adapting their capabilities to the job at hand. For example, it was quite evident that the boys enjoyed learning to handle and to operate mechanical equipment in the several Village departments. They felt very good when they succeeded in "tearing down" and re-assembling a carburator or lawn mower. When the mechanized unit operated satisfactorily as a result of the boys' work, they felt gratified to receive words of approval from the supervisors or their peers. Yet, concurrently, it was also apparent that the boys manifested a low frustration tolerance when the equipment with which they were working eluded their efforts. They immediately requested and expected the supervisor's help. If it was not immediately forthcoming, much sulking and negativistic behavior followed. This problem was dealt with in individual counseling with both the boys and their supervisors. In the latter case, supervisors were alerted to the importance of patiently explaining why they couldn't immediately respond since at the moment they were engaged in helping another boy. Again, they were asked to let the inquiring and complaining boy know that he would be helped in a few minutes or so. However, in the individual counseling session with the boy, he was helped to work through his upsurge of anger when immediate gratification was not forthcoming. Similarly, counseling centered around other problems including ambivalence to supervisors, peer competition, and fluctuating motivation.

Counseling did not always involve critical incidents, but it was always related to significant behavior. We do not imply that all boys were able to accept and incorporate the results of counseling. We do feel, however, that the boys' adjustment was quickened because of the support derived from counseling.

It is important to stress that counseling (mainly supportive) utilized significant, concrete, vocational experiences. This was made possible by the careful assessment, vocational prescription, and feedback from the supervisor in the work programs. Counseling was thus a practical problem-solving medium. It was not the sort of verbal and empathic interchange that characterizes much of psychotherapeutic counseling. Therapy was the goal, but the medium was a concrete and structured interview which took cognizance of the ways in which this population could and could not relate. Purely psychotherapeutic counseling - broader in scope than current behavior and current problems - was ruled out early as unlikely to be effective with these boys.

Group Counseling

Group counseling was another type of counseling which was offered, and its content centered around relationships to peers, to supervisors, to motivation, and to sustained attention. The following example serves to illustrate the relationship between individual and group counseling as practiced in the demonstration. (This illustration appears in another section of the report and is utilized here also as it is the best example of change in group productivity which resulted from a change of technique.)

> The Project staff suddenly found out early one morning that all the Children's Village craftsmen were scheduled to attend a meeting that morning. As a result, the boys assigned to them would be without supervision. The counselor decided to call a group counseling session and have the boys bring up problems.
>
> Eight boys participated under the leadership of one counselor. The boys sprawled around a small room and felt very relaxed. Most were wisecracking and in a festive mood since this was like a holiday -- no work to do. The boys began by introducing themselves, but only half used their real names. The others sought to say something funny. The peer leaders began to fall into their expected leadership roles -- that is to keep things lively and thwart the efforts of individual boys to talk about problems.
>
> In spite of the counselor's efforts to facilitate discussion, the clowning continued. Then a few of the boys tried to become serious despite the peer leaders' efforts, and short periods of serious discussion followed. The peer leaders felt threatened by the counselor and competed with him for leadership of the group.
>
> This session was taped. The tape was replayed and it became quite evident that the issues made explicit here needed to be dealt with. The most negative of the two peer leaders was called in and the tape was reviewed with him. There, in a one to one relationship, his resistance was absent. He listened to himself clown, and he listened to the issues being aired. He was asked to and he accepted the task of leading the same group the next day. He was asked to focus on those points the boys wanted resolved.
>
> In the second session, with the peer-leader heading the group, much work was done. There was no clowning. The group wanted to accomplish something and so did their peer leader. This session was recorded, too, and, needless to say, it was fruitful. In this one session the boys discovered for themselves what they could get out of their work assignments if they applied themselves. More than this, the peer leader in question discovered that he could exert positive instead of negative leadership.

At the start of the demonstration Project, it had been hoped to involve all the boys in group counseling sessions, but this plan had to be quickly abandoned. It seemed essential to exclude the very immature boys who could not involve themselves and who found the slightest pretext as reason to quit the group. Also, a few impulse-ridden boys proved to be disruptive and could not become part of the group. However the remainder whose interests had been stimulated by the work exposure, quickly constituted themselves into a group. They found it possible to make a common cause around such work-related issues as boys who monopolize tools or boys who insist on an inordinate amount of the supervisor's attention. Sometimes, as a result of "acting out", the discussions were interrupted. The problem of finding more satisfactory ways of handling angry feelings, rather than acting on them, served as a discussion focus for many sessions. The boys fed each session with incidents at work when angry feelings were expressed and a variety of reactions resulted. Certainly, individual and group counseling sessions complemented one another and served to stimulate the boys to talk about their feelings rather than to act them out.

From a vocational point of view, group counseling was demonstrated to be more effective than individual counseling in helping the more aggressive boy, who flourished on his stature in the group, face the reaction impact of his peers in a structured situation. The quiet boy, who remained in the shadows, flourished much better in group situations where status was, based on skills other than the ability to communicate.

If counseling is considered in the three broad areas described in Chapter II -- assessment, developmental, and pre-placement -- the supportive counseling discussed at the beginning of this section is equivalent to developmental counseling. What has been called pre-placement counseling is also considered to be developmental counseling since vocational behavior was the focus on which counseling was based, with the immediate goal being the development of readiness in the boy for his ensuing community experience. This experience was either school, other specific training, or work. Pre-placement counseling for work was the most effective. This was so probably because the boys' experiences were in the work area. There is additional evidence of the effectiveness of counseling in the statistical results of the study, which revealed that Experimental Group boys were better able to attach meaning to their work or school experience than were the Control Group boys.

Occupational Orientation

Impressions concerning the effectiveness of the dissemination of occupational information were derived from observations of boys in the work programs and in the counseling situations. Such observations led to the conclusion that some boys were able to utilize job information better than others. More specifically, those boys who were more involved in vocational planning directly sought and made more use of occupational information in their counseling sessions. Giving such a motivated boy material to read and discuss was the most effective method. In actuality, the boy asked the counselor for material in specific job areas after finding that pertinent material was available to him. This boy was typically involved in vocational planning very early in the program and was usually the kind of boy who felt hopeful about the future. He already had some idea of his vocational interests which he was attempting to concretize, but he was not as yet too clear about his goals. He sought answers for himself in viewing films, in asking questions, in reading materials, and in actual trial functioning in different jobs.

The literature reflects the increasing importance of including in educational texts and teaching materials content which is derived from the culture and environment of the students. Picture images are likened to those of the perceiver if identification is properly to become part of the motivational process. There is no reason to doubt that there is too wide a gap between the world of work and the population in Children's Village. However, boys in the work program, in a beginning way, did identify with their work supervisors. There were real people whom they got to know, respect and imitate. This identification with the people around them as personal models was a more common phenomena among the least vocationally mature boys than it was with the boys who were able to see themselves as individuals with better ego controls. For this reason, it appeared that exposure to working with able supervisors influenced the less mature boy more than did acquiring occupational facts independent of adult social models. This was noticed also on field trips where immature boys would respond markedly to the man or woman authority at the field site who complimented them or singled them out for attention.

Though it is not conclusive, it does seem that the method of occupational orientation most appropriate for the boy who is ready for planning is printed literature which is comprehensive and easy to read. There is much that can be done to make such material more adaptable for use with the non-reader and the culturally deprived boy. For the younger, less mature boy, establishing a strong identification with appropriate social models appears most important for motivational purposes, rather than simply receiving a bald occupational orientation.

Work Exposure

The work program conducted by the Project provided the boys with both technical skills and experience in interdependence at work tasks. Counseling used such experience to help the boys understand the problems they encountered and to develop more effective ways of dealing with them.

Their work experiences were also utilized for treatment by the other Village disciplines. This phenomenon had its roots in the fact that the boys found the work experience most personal and most meaningful to them. These programs were conducted solely by the Project staff and, in view of this, they established an important and respected image of the vocational rehabilitation discipline on the treatment teams of Children's Village.

The exposure of boys to planned vocational experiences provided the most reliable means of assessment in the form of work behavior samples. It has been pointed out that most formal vocational tests had very limited discriminative and predictive value with the Project population. Work exposure provided the means of confirming or questioning test results. Work exposure also provided a method of assessing problems that could only become identified in a viable work setting. Attitudes toward work, toward productivity, and toward peers and superiors could be observed and clarified within an environment where the boys had an emotional motivational involvement.

For some boys, work activities were ego building experiences. Others used their vocational activities to clarify for themselves their occupational strengths and weaknesses, while many more boys were helped to establish a meaningful relationship between their school experience and work experience.

These observations indicate strongly that work exposure, when combined with other indicated services, was the most basic, dynamic, and productive aspect of the Project programs. Work experience without counseling, however, might have deprived them of the opportunity to evaluate, understand and change their attitudes. For this reason, it would be difficult to isolate work experience for evaluation. It could not have stood alone, but clearly work exposure was the most valuable aspect of programming.

Assessment

Assessment data were obtained from 1) questionnaires, 2) staff conferences, 3) psychological tests, and 4) direct observation and reporting by Project staff.

The best source of data for qualitative assessment was the reports submitted by the work supervisors concerning the reactions and behavior of the boys. The method of direct observation was employed by the work supervisors and transmitted to the counselor. The vocational counselor also observed the boys in vocational activities. These observations were made on a regular basis and helped to establish the reliability of what the work supervisors reported.

Direct observation was productive because: 1) the work supervisors were alerted about what to look for through a structured guide sheet; 2) the supervisors were to report findings objectively, and 3) the supervisors were in a position to observe both the antecedent events to critical behavior and the effects of introducing changes in tasks, relationships, and supervision.

The fact that this source was so fruitful in effecting growth in the boys implies that the vocational counselor in a therapeutic community has a distinct advantage over the counselor in the community in being able to exert controls over the vocational conditions and the environment. This, however, is not necessarily so. Rather, it is felt that the method employed, observation of vocational behavior in flexible work settings, is better than others. Such a method may well be, and probably is, employed in many sheltered workshop settings. It would be safe to infer that this method is more usually employed by the vocational rehabilitation counselor than the counselor in other settings. What has been demonstrated then is that this vocational rehabilitation technique has been proven to be the most successful assessment method of boys in a setting such as The Children's Village.

The least productive source of assessment data was found to be psychological testing. Some of the explanations for this have been described in Chapter II. It must be recognized, however, that tests were somewhat helpful. Though they could not be relied upon as a basic assessment tool, they did provide clues to interests, needs and level of vocational development.

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Evaluation of Services Found Most and Least Productive in the Community

Counseling

The focus of counseling was unchanged in the community phase of treatment from what it had been during the In-Care phase. The setting for counseling was changed from one where the boy was in the therapeutic milieu to one where he had to deal with the challenges of a demanding society. The vocational counselor assisted the boy in evaluating his community experiences, understanding his vocational needs, and finding and using the vocational resources to satisfy these needs.

The After-Care counselor saw the boy regularly, beginning shortly before discharge to insure a continuity of treatment for him when he returned to his own community.

In After-Care, boys tended to respond to the counselor, or to utilize vocational services, in terms of their most compelling needs. If the boy needed a job, a change of school program, or a special training program, he would contact the counselor or more readily respond to a call-in letter. In many instances, when the specific problem was resolved, the boy would break contact until the next crisis arose. Counseling, then, in the After-Care phase, tended to be a "demand service" to meet the boys' needs. The boys were otherwise not motivated to accept counseling in terms of long-term planning, in terms of dealing with anxiety, or in terms of promoting personality growth. It should be noted that the Experimental Group boys transferred to After-Care had received intensive vocational counseling while in residential treatment. Their needs therefore, were principally in the direction of supportive help and meeting little crises in the following through on the vocational plan made while in In-Care. Occasionally, problems did develop in the boys' adjustment in the community which required that changes be made in the vocational plan.

The typical boy responded only to concrete help, such as an immediate referral to a job or the implementation of a desired change in a school program. The counselor reacted to the boy's immediate request in hopes that a firm, on-going relationship would grow and mature.

If treatment success in the community is evaluated according to the observed progress of treatment groups, then the treatment of boys in the Experimental Group, as a whole, appears to have been more successful as compared with the Control Group. The boys in the Experimental Group seemed to reach a higher state of vocational awareness and were better able to attach meaning to the counseling relationship. This was inferred from the identification they established with the counselor and their less frequent reliance on impulsive, unreflective reactions.

Control Group boys sometimes requested help from the After-Care counselor, and when the service phase of the Project terminated, some of these boys were given vocational service. These Control Group boys had not had the Project's vocational services in the institution. They were found to have difficulty in communicating their vocational and educational problems, and were generally not ready to begin thinking about their vocational future or other long-term goals. This group regarded the counselor as the person who would "feed" them, who would get them jobs, or would help them resolve other immediate problems which seemed critical to them but which were not necessarily vocational in nature. They seemed unable to differentiate the role of the vocational counselor from that of the social worker. Both were nurturing parent-figures, as perceived by the boys. Indeed, one questioned whether or not such youngsters thought in terms of professional roles or could be expected to do so. Rather, they thought in terms of their problems and who could help them resolve them. By contrast, Experimental Group boys, by and large, had learned whom to contact for the most effective help.

Once a boy in the Experimental Group made known a concrete need and the counselor fulfilled that need, the counseling relationship was generally firmly established. Counseling which provided no immediate need gratification proved ineffective. If needs were not immediately met, the boys broke contact, and these contacts could not be easily re-established. Preparatory counseling for school, job or training was probably most effective in that the boy perceived this as concrete help toward assisting him to meet an immediate need.

The effectiveness of counseling in the community phase was also influenced by the willingness of the boy to continue to receive service once he had been discharged from the institution. Some boys were difficult to contact, and when such boys were reached, many stated that they were "free" and wanted nothing more to do with The Children's Village. Other boys who were less difficult to contact stated that they felt that they could do very well on their own without continued support. Frequently, boys in this latter group had over-estimated their ability to "make it"on their own. Such boys could be classified as follows: (1) those who contacted the counselor when they felt headed for trouble; (2) those who contacted the counselor when they got into trouble; (3) those who would not contact the counselor when they got into trouble; (4) those who adjusted well but needed some type of temporary assistance and also needed some excuse to come in and show the counselor how well they were doing.

The Children's Village maintained three Group Residences in the community. These homes housed from six to eight boys and were staffed by surrogate parents and a third person who was usually a man. These homes represented a continuation of therapeutic treatment in the community, in that professional services were still rendered to the boys through the surrogate parents, the caseworkers, and the vocational counselor.

The boys discharged to the Group Residences appeared receptive to an ongoing vocational counseling relationship. This may have been due, in part, to the criteria established for group residency. The criteria, in general, were that: separation from parents was considered desirable for continued therapy; the boy had some insight into his own problems; the boy was able to verbalize feelings rather than act-out; and the boy was otherwise motivated for participation in the program. His environment was more controlled than that of the boys who were discharged directly to the same environment and peer culture from which they had come and in which they had committed anti-social acts.

One illustration will serve to indicate how a boy was helped. This particular case highlights the areas around which counseling took place in the community phase of the program -- school-training--and employment and how counseling was used to support the vocational development process.

Case of A. B.

A. B. was admitted to The Children's Village because of an unsatisfactory home situation. After three years in residential treatment he was discharged to the care of his parents. However, difficulties arose, and after a year in the community he was re-admitted to the Children's Village and transferred to a group residence.

Following his initial discharge, A. had experienced a number of defeating experiences. Vocational and personal adjustment were severely blocked by a bad family situation. He had experienced no satisfaction at home or school or in a community training program, and it was felt that he was not ready for competitive employment.

At age 17, A. was out of school, untrained, and poorly motivated. While the primary problem involved the home, the more important implications concerned the inability or unwillingness to make vocational choices or decisions for himself. He needed counsel based upon our assessment and help to get started. He needed continual strong support, and the goal was to support him with services which would lead to independent living.

A treatment conference at Children's Village determined that A. should not remain in school but should be referred for a training program. Assessment was initiated and implementation was effectedby the counselor in a directive role. A. had no vocational goal. He performed ineptly on administered tests, but agreed to a plan for vocational training. Counseling sessions centered around what wouldbe expected of him and the demands which would be placed upon him for meeting acceptable standards. A. was dependent upon the counselor to guide him, and his active participation in the counseling sessions was minimal.

A. was accepted and placed in a trade training school through the Division of Vocational Rehabilitation and became very much involved in the program. The school proposed to place him in a job at the completion of the course. During the last months of the training program, A. began to experience severe problems of insecurity and self-doubting, stemming from a developing separation anxiety as the training course and his stay at the group residence came closer to termination. As a result, he "cut" some classes, and an extension of time to complete training was arranged. After several sessions with the caseworker and vocational counselor, A. was assured of continued support as long as he requested it.

It was at this point that the service phase of the Project terminated, and A. was transferred to a new vocational counselor. The impression was of an affable, compliant, anxious little boy who still had to be told what to do. He completed the training program and was referred by the school for placement. A. managed to lose three jobs to which he was referred. It was felt that this was not a matter of A. lacking ability but of lacking self-confidence. Pre-placement counseling was given by the director of the school and not duplicated by the Project vocational counselor. At the point where the school refused to make further referrals, the vocational counselor stepped back into the picture.

A's frustration and anxiety increased when he was unable to hold a job. He was immobilized and was not motivated to become active in his search for employment. He decided that he was no longer interested in his trade and would join the Navy. The final blow came when the Navy rejected him, either because of a previous knee injury and/or because of his emotional problems. By now A's sense of inadequacy and doubt of his worth as an individual had reached a new low. Day to day support was offered A. from all team members. Casework and vocational services worked closely to provide the warmth and support he needed.

The vocational counselor focused on helping A. re-assess his vocational potential, placing particular emphasis upon his strengths. He was encouraged to express his fears and anxieties, but because he tended to block out frustrating experiences, he was not forced to face that which was painful. Counseling sessions used role-playing for working through his anxieties about and expectations of a job. He was helped to accept a job as a messenger and was seen frequently by the vocational counselor. Gradually, he became able to express his fears of independence from the security of the group residence and the fears of not succeeding on a job. His past experience in losing jobs and the ways in which difficulties could be avoided were discussed. A. had viewed discharge as another rejection: "nothing could be done for him so he was to be thrown out." Reassurance that this was not and would not be the case and that he would be free to call for assistance helped him. He had gained strength from his success in his job as a messenger and now decided that he would like to re-enter his trade. The residence parents found a weekend job for him on a trial basis which resulted in a successful full-time placement.

A., scheduled for discharge, found his own living quarters. While it was unlikely that he had become completely free of insecurity feelings, the insight that he gained and the experience of job success have added to his sense of worth and achievement. Time and continued support will work in his favor in his process of maturing.

Assessment

While direct observation of a boy in vocational activities was the most productive source of assessment data during the In-Care phase of treatment, this source of data was not available in the community phase. The principle of utilizing experiences rather than tests was adhered to nevertheless in the community setting.

The assessment of the boy in this phase was not as intensive and comprehensive a process as was the initial assessment when the boy was first seen for vocational treatment. The Project In-Care staff had the boy in a vocational "test tube" where he could grow and develop. The After-Care staff had a somewhat more specific mission - the reactions of the boy to the challenge of the community. Was the boy adapting well in school? Was there interest and motivation in his particular school propram? Did he have ability? These are the types of questions the vocational counselor asked. The answers were sought from the school counselor, the boy, the social worker, or parents. And when a boy had problems at work, in addition the counselor sought information from the employer. This was the kind of information necessary for supportive vocational counseling since counseling was focused on concrete behavior and immediate problems. Assessment in the community sought to eliminate or weaken the roots of the problem.

It was indicated previously that much of the time the counselor was sought out by the boy only when he needed something concrete - a job, the solution of an immediate problem, and so forth. The vocational counselor could not address himself solely to these matters per se. He had to dig deeper and attempt to fit such requests into his developing picture of the boy.

An illustration is supplied by the case of A. B.

> The boy asked the vocational counselor to have him transferred from one high school to another. He gave as the reason the long distance he had to travel and claimed he was dissatisfied with the type of vocational instruction he was receiving. Both of these were good reasons, so the counselor proceeded to explore the school's point of view. The counselor suspected that the boy might be running from something. He wanted to know more about the reasons behind this request so he could be sure that the transfer was best for the boy. On contacting the school, he learned that the boy's vocational instructor was a young woman and that the

> boy could not get along with her. The counselor also knew that the boy was not living at home because of the difficulty he had in getting along with a step-mother who was almost as young as he was. The counselor did not assume that the boy had transferred his hostility from the step-mother to the teacher, but he felt this was worth exploring. In counseling sessions, it developed that such was the case and that the boy was not aware of it. The boy profitted from this new insight afforded him through counseling. Even though the school transfer was made, the boy became better able to accept instruction from subsequent young female teachers.

This illustration is typical of the vocational counselor's approach, although it was sometimes appropriate and helpful also to give vocational tests and to engage in long-range planning. Thus, assessment in the community was very much dependent upon a careful analysis of the boy and his problem. It was this problem-oriented focus that proved to be the most effective means of understanding and assisting the boy in the community.

Job Placement

Job placement was a vital Project service. Its importance was based, at first, on the assumption that a successfully vocationally rehabilitated adult is one who demonstrates that he is capable of adjusting satisfactorily in an appropriate job for an extended period. At the beginning, the Project staff did not vary too much from this yardstick in measuring vocational success of the Project's boys. As the Project advanced, fewer boys wanted to go to work without more schooling. Helping a boy stay in school so that he could become better prepared for work was also a Project goal. The testing out of a boy in competitive employment was not intended to be the only means of demonstrating the positive effects of vocational treatment.

Job placement retained its importance as a service primarily because the Project staff recognized that work tryouts and job experiences were critically important in the vocational rehabilitation of the boys. More than this, work was seen as a developmental experience for youth. In employment, a boy was still prone to problems in adjustment and still in need of counseling in developing an appropriate instrumental role. In short, work was used primarily for the untutored boy as a means of motivating him toward additional training and/or education while he was earning money. This concept was introduced into the community phase long before June, 1964, when the Neighborhood Youth Corps and other anti-poverty programs for youth were brought into existence. The nucleus for it was already in existence in the Project's Work Activity Program within the institution. The concept did not become incorporated into the modus operandi of the community treatment program until a sufficient number of boys had begun to demonstrate, through repeated job placements, increased motivation toward vocational improvement.

The case illustration of A. B., in the previous section on Counseling, can be referred to as an example of how job placement was used to overcome a complex of personal problems, ranging from low self-esteem through extreme dependency.

Community Resources

The evaluation of vocational resources in the community appropriately focused on several aspects. The first was the identification of those resources which were needed most by the Project population. Another was the pinpointing of those resources which proved to be the most effective. A third aspect was evaluating the extent to which the staff was able to help the Project's population to utilize community resources.

No one resource was found to be the most effective for all boys, while most resources helped some boys. Experience revealed that the greatest help came from paid employment. Training, however was an essential resource for many boys, and a large number of boys were also able to profit immensely by remaining in school. Some were able to benefit from enlisting in the armed forces. The "Youth and Work" programs sponsored by the New York State Division for Youth, because they provided boys with structured work experiences, proved to be important for a majority of the "unmotivated" boys.

It will be recalled in the earlier presentation of the case of A. B., that this boy was a dependent youngster who could not make his own decisions and was threatened by the thought of being on his own. He needed and received training, but this in itself did not increase his ego-strength sufficiently to allow him to utilize the training received. When he faced the challenge of using his training, he failed. If he had not had the combination of work and counseling, he might never have utilized his training.

It is important to emphasize that the mere presence of a plentiful supply of jobs was not enough. This also held true for Educational opportunities and training resources. None of these alone were utilized to its maximum unless it was combined with continued counseling. Perhaps it can be said that no matter how much a community has to offer, its resources are insufficient unless the inner resources of the individual are mobilized by the counselor.

Follow-Up

Maximum emphasis was placed on building and maintaining good working relationships with Project boys in the After-Care phase of the program. It is known that when the counselor and boy have such a relationship, educational, pre-employment, and employment experiences are utilized more effectively.

Follow-up proved to be one of the most difficult aspects of the After-Care phase for a variety of reasons. A satisfactory adjustment to school or employment seemed to decrease the boys' need for service. Unavailability due to reinstitutionalization or time and travel conflicts, as related to work or school schedules, complicated attempts to do follow-up. Also, there were some boys who completely rejected After-Care services.

It should be reiterated, however, that when a problem developed, many boys did initiate contact. Also, several boys, who had rejected service did respond to a discharge letter.

It is likely that more intensive reaching out to this population would have yielded more positive results. How much reaching out to the boys would have been necessary is still open to question, since much of the resistance experienced by the counselor was from the boys' families. Probably, a combined social worker-vocational counselor approach would have been most effective in reaching out to boys and their families. It is recognized that a judgement made regarding the intensity of follow-up must be consistent with the general aim of helping the boys to develop a maximum amount of independence and responsibility in living.

Problems Encountered in the In-Care Phase

Administration

Administrative problems developed early in the Project and continued to occur throughout its five-year duration. Many of the barriers to smooth program implementation were those which are common to multi-service agencies, such as competition for the client, competition for team leadership, staff turnover, heavy caseloads, and a resistance to change. As normal as these problems are in agencies, each problem is heightened when staff is confronted with a new service. In this instance the threat came in the form of a new discipline, vocational rehabilitation.

The "Agency", from an administrative point of view, included those who shape its policies and procedures and those who are responsible for their execution. From a treatment point of view, the "Agency" also comprised staff who have some part in its operations, including direct and indirect client services. Again, those who have worked in multi-disciplinary setting are aware that there exists a status hierarchy among professional disciplines; the same is true in vocational and in social agency settings. Where relationships are well defined, there is a little confusion of role and function, but where professional functioning is only loosely defined, then client coveting and inter-disciplinary rivalry is often the order of the day.

In its initial approach, the Project encountered much resistance from the other professional services who felt seriously threatened. It was apparent that it would take time and experience for the new service to fit into the total service complex. Children's Village administration was a democratic one, although it seemed sometimes as if the social worker exercised inordinate control of the boy. On paper, the Village had distributed power equally among the four main departments - casework service, education, child care, and the community center (recreation). The Village advocated through its organizational structure that each discipline was important to the treatment of the total boy and that each should have a voice in all decisions surrounding the boy's treatment. Its organized team conferences, involving all four service echelons, supported this philosophy. This democratic structure served as a battle arena for status struggle among staff, while department heads appeared to foster antithetical ends: firstly, attempting to help staff bury its differences around the common goal of securing the good of the boy; secondly, at the same time, indirectly supporting the fight so as to advance their departmental services and the image and status of their respective departments. In the final analysis, staff treatment deliberations and decisions were slowed up by partisan departmental revalries which interfered with a "group think" relating to the welfare of the boy.

The Children's Village organizational structure thus was made up of a team of service departments. Because of the large size of the population, usually about 300 - 310 boys on In-Care and about 125 boys in After-Care, treatment was provided through distinct units composed of a segment of staff from all service departments. Each unit treated from 60 to 75 boys. Each unit had its own network of formal planning and integrative conferences. Amidst this departmental team structure, the new discipline of vocational rehabilitation was introduced into Children's Village.

It must be remembered that The Children's Village administration recognized beforehand the need for vocational services on the treatment team. It had already had a clear picture of where the gaps in service were. It already had defined its own thinking as to what the role of the new discipline should be. Yet, it had not established the means by which the new discipline would implement its role but believed it would become established through active involvement. Thus it was that the Project found itself faced with the challenge of one of its demonstration objectives - establishing the feasibility of integrating vocational services with the established services of a residential treatment team. The departmental team was already established, and we were new. The team members knew their roles but didn't know ours. Each team member knew the other member's resources, but didn't know ours. The team knew its relationships as disciplines to each other but did not know ours. It was indeed a very challenging problem in this democratic administrative climate because, in effect, the administration had left it up to the Project to earn a place on the team.

Vocational rehabilitation is a discipline which is experienced in working on a team with other treatment disciplines. However, as a result of the first year's experience, it was recognized that a new member joining an existing team does not acquire immediate or early acceptance by all the team members. Indeed, complete acceptance of the new member by the team is a process of exploration, testing, and gradual acceptance. The Project, therefore, in its beginning approach gave priority to interpreting to the residential treatment team members the philosophy and purpose of vocational rehabilitation, the goals of the Project, and its role and function in the treatment setting. Concurrently, the Project staff familiarized itself with residential treatment team philosophy and processes so that it could find effective ways of fitting vocational treatment into total team treatment.

The Project observed in its first Progress Report that the best means of adapting vocational treatment into total team treatment was through the communication network of on-going Village formal and informal team conferences.

The administration converted the Project into the Vocational Services Department to afford it at least the administrative status of equality with other team members. The first action of the new department was to revise the referral process, so that each boy would become a team referral. The selection of Experimental and Control Groups was to take place from a pool of boys referred by the total team, thereby making it possible to maintain an effective research design. These adaptations, it was hoped, would facilitate the process of selection and referral to the Project. The team, however, was still not ready to refer boys to the 'new' Vocational Services Department because it was not clear about its role and function. While no department at this point openly questioned how treatment in the new department would differ from that of their own, resistance was apparent. The Executive Director initiated a series of conferences which helped to get team members to verbalize reasons for their slowness to cooperate and which helped to work through their resistance. Our method of continued interpretation of the role of the Vocational Services Department had little effect in reducing resistance.

The Project staff firmly believed that vocational rehabilitation's comprehensive approach is very troubling to other treatment services. Its introduction and acceptance requires the active support and direct intervention by the chief administrative person during the initial "tooling up" stage. Afterwards, the service is able to demonstrate its worthwhileness and thus achieve acceptance by the agency staff members individually and as a team.

In applying vocational rehabilitation principles in this new setting, the Project staff viewed vocational adjustment as only one part of the total Village treatment. The problem created by this approach lay in the fact that Children's Village was an amalgamation of separate departmental experiences, each with a different focus. Therefore, an existing department could not undertake a vocational focus in its services without losing some of its own autonomy.

Since vocational rehabilitation soon recognized that other departments could not be used directly for the boys' vocational development, as had been intended, it had to provide structured services independent of other Village services. It recognized that its service had to be sufficiently unique and distinct to merit its separate existence as a department. Accordingly, two vocationally focused activities were proposed. They were the Work Activity Program and the Auxiliary Maintenance Corps. Both of these activities were accepted because they were unique and were seen as tangibly helpful to the boys.

The role and function of the vocational rehabilitation discipline, as a new team member, was gradually clarified through treatment team discussion of the boys in whom all were interested. Full understanding and acceptance of vocational rehabilitation service was a gradual process. Each department accepted it at different rates and to different degrees. At the end of the Project, Education was still struggling at a very beginning stage to establish and define areas of cooperation with the new department. The reasons why this acceptance was gained more quickly with some disciplines than with others can be found in the dynamic interpersonal relationships which comprise the team. Those who accepted the new team member needed and wanted its help at some level. Others needed to be helped to see the Project as an ally rather than a competitor.

Gaining acceptance and understanding of the Project by the Education Department of Children's Village was only partially achieved. The vital role of education in the vocational development of a boy was underlined in the Project protocol which was made available to all staff. Full utilization of the school, as an interdependent vocational rehabilitation resource, had been proposed. Indeed, the Project had recommended setting up a multiple-activity workshop under the school's industrial arts program. Such a workshop was to serve as a base for training students in social and vocational skills in vivo. The school, however, strongly resisted accepting the Project and the new concept as well.

Lack of understanding of the Project's program was the reason given by Education. The Project sought opportunities again and again to meet with the school Principal so that specific areas of conflict might be aired and clarified. While beginning conferences were held during the spring and summer of 1961, none could be arranged thereafter because the school Principal was "not available." It should be noted that those conferences which were held revealed either a misunderstanding on the part of the Principal or a deliberate distortion. He claimed that the school had been designated originally as recipient of the V.R.A. grant for this Project. This was not so, based on memory of all those involved in the planning phase and on written documentation. The Principal made it clearly evident that unless he had the grant funds in his budget he would not cooperate. This intransigent posture was skillfully camouflaged on most occasions, but the basic attitude was clearly apparent to the astute observer.

As a result of the intervention of the Village Director, the Education Department agreed to release boys briefly from school to participate in the Work Activity Program. Boys were not released, however, for any of the other Project services. The school continued to reject any other cooperative planning. Education refused to provide information about the boys, and this gap in information made it difficult to assess a boy before vocational treatment could begin. However, other departments, whenever possible, made boys available, giving freely of their blocks of treatment time. Consequently, vocational assessment and treatment, though hampered by the lack of cooperation of Education, was able to function with the help of the administration and of the departmental services.

The Project continued to press for involvement of the Education Department through Village team meetings, but Education continued to remain aloof. Finally, in the third Project year, as a result of the Village Director's intervention, the Education Department provided, in a beginning way, some information about the boys to the treatment conferences.

It was clear from the start that it was not only the Project which was resisted by the Education Department. Because of its insular position, the Education Department was constantly under attack by the other established departments. The reasons for this revert back to the organizational structure of the Children's Village. The Village team was in reality not composed of disciplines but was made up of departments. The Education Department held itself separate from the other departments and cited mandatory regulations to justify its isolation. The Education staff did not participate in integrative conferences as did other departmental members. Education had the boy in school for the largest block of available time in a working day, thus reducing his availability for other services, including the Project.

This matter of time to have boys for the various services need not have been as difficult to resolve as it appeared. Education clearly felt the superiority of its service to that of all other departments. Rather than view itself as one of the services, Education tended to see itself as more significant and separate. Less need for power by the Principal or a more firm approach by the Director would have made possible a resolution of the issue of time - for us and for other departments - and perhaps as well the whole matter of Education's cooperation with the treatment team.

Despite the administration's desire to treat departments as equals, it was compelled to recognize that the adamant position of the Education Department created conflict and dissonance in the Village. The administration was compelled to intervene in the fifth Project year. At that time, much of the In-Care phase of the Project had ended, so that for the Project this intervention came too late. It had not been able to establish a genuine working relationship with the school. The school never responded to the administration's efforts to set a climate for negotiation and discussion. The school felt its basic responsibility was to its school board rather than to the Children's Village administration. Project problems with the Education Department related to the competition for boys for treatment and the availability of assessment information. These problems were not unique to the school but the Education Department showed markedly greater resistance to the Project than other departments. The battle for treatment time was an on-going one in the multi-disciplined treatment setting. The dynamics of the conference team interaction no doubt helped keep the tug-of-war going under a laissez-faire leadership.

Integration

Prior to the inception of this Project, the vocational rehabilitation discipline had been absent from The Children's Village treatment team. Many of the vocational functions which the Project staff was to assume had previously been attempted by other team members. The Education Department, for example, had a small program in which it attempted to provide a work-like activity for selected boys. In addition it offered some vocational guidance and occupational information. Job placement was provided on a hit-or-miss basis by any staff member who knew of a job opening. Thus social workers, teachers, chaplains, cottage parents, craftsmen and others found jobs for some boys. However, nowhere at Children's Village was there a coordinated effort or a centralized program, utilizing guidance techniques and resources and carried out by vocational specialists specifically trained in this professional field. The advent of the new discipline of vocational rehabilitation created situations in which some staff members felt displaced. Some felt that their jobs were threatened, and some directly resisted and challenged the new team member. In short, the Project came to Children's Village to fill a service gap which, according to some staff members, did not exist.

Project staff members took their place on the treatment team, attended treatment conferences, and contributed to the planning of treatment for boys. It was hoped that exposure to the goals, functions and methods of vocational rehabilitation would win over the dissident team members. Demonstration was felt to be a more promising approach than preaching. But the process of integration of Project staff into the interdisciplinary team was a long and sometimes difficult one, and indeed had not been fully accomplished at the termination of the Project.

In order to facilitate the establishment of good professional relationships, a film was made by the Project staff which illustrated the entire process of vocational treatment as it was being carried out at the Children's Village. This film was shown at an annual agency conference, and at a general staff meeting, so that virtually every staff member had an opportunity to see it.

In all cases but one, acceptance of the new discipline of vocational rehabilitation was ultimately achieved. In the case of the Education Department (the school) acceptance and integration were not effected operationally. Although Children's Village is a treatment institution, the Education Department felt that the education of the boys was of singular importance, not to be interfered with by other services. While it was agreed that the boys were in need of as much education as they could absorb, this did not decrease or eliminate the need of the boys for vocational and other forms of treatment. Almost all departments within The Children's Village experienced difficulty in getting a boy for their services during school hours. Since school was in session from 9:00 A. M. to 3:30 P. M. daily, the efforts of the team to provide necessary treatment for the boys were severely hampered. The problem was exacerbated by the Education Department's unfavorable perception of the Project. The Education Department members seemed unable or unwilling to understand how the vocational services programs could actually give boys additional incentive to learn and achieve in school. No attempts were successful in getting the Education Department to realize the fallacy of its thinking.

It must be noted that a small measure of success was achieved, albeit late in the life of the Project. Eventually, boys were released from school for a few short periods during which Project staff could complete an initial vocational assessment. As the Project drew to a close, some boys were released from school on a part-time basis to participate in the Work Activity Program.

Although the Education Department never accepted the Project, many of the individual teachers did. Unfortunately, they were little able to cooperate because of the Principal's hardened attitude. During the last six months of the Project, the Education Department released some test results to Project staff. The Project found these data extremely valuable and informed all departments of the potentialities for service to the boys of this beginning step in cooperation. Unfortunately, Education did not respond further to the Project's friendly overture seeking closer cooperation between the two departments.

Although the Education Department was partially independent of The Children's Village, being legally responsible to the local school system, nevertheless a certain degree of control could have been exercised by the Children's Village administration. As a result of the Project's experience, control eventually was used, but it was of the too-little and too-late variety. Much of the problem might have been avoided had the Village administration been firm earlier in the life of the Project. Only speculation is possible about the results that could have accrued from a close working relationship between the Project and the school. Such speculation leads to frustration because the benefits of working together with this population seem vast indeed.

Vocational Treatment

Vocational treatment in the Children's Village encompassed many areas. The needs of each individual boy dictated which vocational services he would receive. For example, attitudes toward work and toward sustained productivity presented a major problem with one boy, while another required the treatment emphasis on building proper work habits. A third boy might be an excellent worker but he had difficulty in accepting the authority of his supervisor. And a fourth boy might show a primary need for building self-confidence. Although it was true that one or more of these needs was evident in each boy, nevertheless each boy required a different treatment plan.

One problem with which Project staff had to contend was theft of tools and work equipment by boys. Small hand tools were especially attractive to adolescents who envisioned themselves as junior craftsmen, and whose value system included delinquent tendencies. Tools and equipment disappeared with disturbing frequency. In a program which treated values and attitudes toward performance, including honest loyalty to one's employer and production, this anti-social reaction could not be ignored. Boys knew that tools and equipment were being taken, and if this problem was not dealt with the net effect obviously would be negative.

Various methods were attempted to reduce this problem. Group and individual counseling, now and again, dealt with the general problem. Tool clerks were appointed from among the boys and were given the responsibility of keeping track of tools and securing them at the end of the work day.

For a number of reasons, none of these methods was completely successful. Boys functioning in the capacity of tool clerk often were unable to operate in the highly organized manner required by that position. Another reason was periodic laxity of the work supervisor in failing to enforce established security procedures. In addition, Project staff had to maintain a rapport with the population which would be conducive to effective vocational treatment, and therefore found it difficult to confront the boys with their anti-social acts.

This problem was resolved by some boys who showed a reduction in their delinquent activity as a result of the impact of the vocational services. A large number of boys, despite counselling efforts, found it difficult to change. A few others who were unable to relinquish these anti-social activities had to be dealt with by external controls.

Another problem encountered within the institution was the boy whose problems were so severe that his disruptive behavior necessitated his removal from an active role in the Project programs. Involvement in the Project programs, as previously mentioned, was a source of status and prestige within the peer culture. When a boy had to be removed from the program, word quickly spread among the other boys, and the boy in question experienced an immediate loss of status. This was undesirable for two reasons. First, a boy who experienced such loss of status would also experience feelings of rejection by both peers and staff. Second, reactions to such feelings were in the form of denigrating the program. Peer leaders with a sufficient delinquently-oriented following could be fairly influential in this regard. Of primary importance, however, was the fact that Project staff was oriented toward treating boys, not merely removing them.

As a result, when these situations occurred, Project staff was prone to retain the disruptive boy in the program whenever possible, while at the same time attempting to deal with the problem through intensive counseling and other forms of vocational treatment. In those instances in which this proved to be successful, the results more than justified the time and effort expended. When, however, attempts to deal with the problem proved fruitless, the result was usually a negative effect upon the other boys in the same program. Weeks were required to counter the effects of the disruptive situation.

R. is an excellent example of a case in point:

> Although very small and immature for his fourteen years, he had a fiery temper, was openly hostile, and was negative toward accepting staff controls. He would steal to gain prestige. R. had a large vocabulary of profanity which he was not hesitant to direct toward staff at the slightest provocation. Often he was disruptive within the program to the point of defying benign authority. For a while the vocational treatment of the other seven boys in his A.M.C. group suffered, and R. was almost removed from the program a number of times.

The vocational counselor and the work supervisor agreed that R. was worth additional attempts at salvage, and that the possibility existed that his negative behavior might really be an attempt to cause him to be rejected by staff and all adult authority. For much of his life, R. had been rejected, and if this were repeated, it would only serve to reinforce his negative feelings toward adults, authority figures, and people who professed a desire to help him. For this reason, R. was retained in the program, informal individual counseling contacts were slowly increased, his hostile and negative acts were accepted with understanding, and his program was modified so that his few attempts at productivity were successful.

After a number of months, R's attitude was seen to change slowly. Staff overtures were met with less resistance. He was seen to take a certain amount of pride in his work, to react favorably to praise, and to develop both an interest and a skill in painting. His change in behavior and attitude was rewarded by a promotion to the Work Activity Program in the capacity of painter's helper. The increased status of this position, his pride in earning money for his work, and his more positive reaction to staff who had not rejected him and from whom he now desired further acceptance and warmth, were apparently all that was needed to transform him from a disruptive influence to a good worker. R. became an outstanding member of the Work Activity Program, and his new behavior was reflected in every other program area within the institution.

After two more years, during which R. never reverted to his former behavior, a staff conference determined that he was ready for a try at community living. Because of the extremely poor home environment from which R. had come, it was decided that he would be sent to one of the group homes operated in the community by the Village. The minutes of his staff conference reflect the opinion of the treatment team that the decisive factor in R's four-year stay in the Village was the treatment he received as a member of the Project population. In the nine months since he went to live at the group home, he has maintained his positive behavior. Although his intellectual potential is well below average, he has utilized much of his potential and has managed to complete his school work without disruptive behavior. His performance on his after-school job reflects his positive vocational attitude.

Field Visiting Program

Counseling experience during the first three Project years had revealed that typical Project boys had a very narrow field of vocational vision due to limited exposure to adequate vocational role-models and to lack of knowledge of a variety of work tasks found in industrial settings. Planned field trips, combined with techniques to reinforce these exposures, were designed as a means of overcoming these barriers to satisfactory counseling and vocational development. Goals for the field trip program were:

1. To provide opportunities for boys to see first-hand the varieties of jobs, personnel, and settings which exist in industry;
2. To enhance, through counseling, the boys' understanding of the components of a job, the types of persons doing these jobs, and the settings in which jobs are performed;
3. To use the increased understanding in helping the boy to focus on realistic vocational goals.

Implicit in the above goals was the possibility and hope that these exposures would serve to stimulate less mature boys toward greater self-exposure and to increase job stability of those boys soon to enter the labor market.

The initial visits were made to a commercial art and printing firm, a large commercial dry-cleaning and laundry plant, a machine shop, and a hospital. All employed over fifteen persons and covered the range of the unskilled through the skilled and semi-professional occupational levels.

Although the long-range effects on the boys of the field visiting program were not known, immediate impressions concerning this pilot program were used as program content for training. The following observations were apparent concerning the field visiting program.

1. During the orientation and follow-up group sessions, boys reacted with "showoff" type of behavior directed toward gaining prestige among peers. This behavior was rare during actual field trips;
2. Questionnaires designed for the purpose of evaluating the effectiveness of visits proved to be difficult for the boys to complete because of their below average reading ability. With group administration, responses seemed to reflect dependent acquiescence to a group approval rather than individual involvement;
3. The group as a whole related more readily to equipment and products seen on visits than to the performance demands of jobs.

This is an example of the concrete mindedness of these boys and and their interest in material products;

4. Individual boys evidenced positive reactions to individual attention from employers and employees in the places visited, thus expressing their need for male identification. This identification was followed by behavior which seemed to reflect an increase in self-esteem;

5. Negative relationships among individual boys, reflecting immature social skills, were carried over from other areas and became exacerbated in the closeness of small groupings during field visits;

6. There was a wide variation in the reactions of the boys to the field visits. Some boys manifested indifference and withdrawal, while others reached out with eagerness and became more willing to involve themselves in vocational exploration;

7. Individual assessment of each boy's reaction to the field visiting program seemed to be the most fruitful evaluative tool.

It was noteworthy that several of the foregoing observations closely paralleled the findings regarding boys' reactions in many areas of the residential treatment program at The Children's Village. What was more significant, however, was that these observations were derived from a strictly vocationally-focused service.

These observations resulted in the following program refinements: reduction in the frequency and length or orientation and follow-up sessions; greater care in the selection of boys who participated together in small groups; greater utilization of visual aids; boy involvement in field trip planning; and less reliance on group interaction and more on individual counseling and assessment in program structuring and planning.

Experience gained from field trips provided certain guidelines. Field trips may be used for motivational purposes as well as to broaden vocational horizons. Care should be given to the selection of sites, grouping of boys for trips, and the preparation of employers as to role in conducting tours. Field trips should be fused to the total vocational treatment of a boy for maximum effectiveness whether it be for motivational or for planning purposes. If field trips are to be used mainly as a means of broadening vocational horizons, they should be focused on the boy who can objectively involve himself in the selection and planning process.

Problems Encountered in the After-Care Phase

School Placement

The heavy emphasis on younger boys returning to school had significant implication for the Project. Boys leaving Children's Village were placed in community schools by a member of the Education Department who was responsible for the boys for thirty days following transfer to After-Care status. The Education Department had no team member in After-Care to offer service during or beyond this thirty day period. The school attendant had to depend upon the support of other Village members who became involved in the boy's school placement or conferred with community school personnel. Both the lack of initial joint planning, and the absence of an effective liaison process between Education and Vocational Services, made it difficult also to work effectively with the in-school boy during a critical adjustment period. A review of Project case records revealed two particularly troublesome types of situations resulting from this school placement procedure. Boys had problems in adjusting to school which did not come to the attention of the After-Care counselor until they had become exacerbated to the extent that the boys had become truant. A second difficulty was that there were some school placements which were inconsistent with the vocational guidance that had been rendered in the In-Care phase of service and resulted in cross-counseling that produced bewilderment and frustration among boys whose planning ability was at best rudimentary.

As indicated earlier, Education declined to plan with the Project around transitional problems from the Village to the school. Since the inception of the Project, Education was unable to synchronize closely with the Project just as it had been unable to cooperate effectively with other Children's Village services.

At the end of the thirty day period when Education was no longer following up the boy's school adjustment, the After-Care counselor took over. He assisted the boy in cooperation with the community school counselor. This made it possible to plan cooperative educational, work experience, and job placement programs as resources for meeting a boy's vocational and educational needs.

Job Placement

One of the most challenging areas of adjustment for the boy returned to the community was the area of employment. It was common to find that a discharged boy needed to have several jobs during a year before he could settle down. Many left high school for employment but never obtained jobs. The Project made every effort to have boys either attend school or remain in employment to avoid the debilitating and possibly dangerous effects of doing nothing.

Employers were reluctant to hire the typical Children's Village boy because of his average age of 16, his unfamiliarity with work tasks, and his lack of skilled training. Yet every effort was made to ascertain the extent to which employment opportunities were available.

In attempts to locate full-time job possibilities, visits were made to government agencies, private industry and small businesses. Where contacts on the local level were made, all-too-frequently the attitude expressed was one of interest in cooperating, but there was usually no follow-through to implement this attitude.

Some boys sought jobs solely for immediate financial rewards and gave no consideration to long-term advantages. Most of the boys knew fairly realistically the jobs which were available to them. There were some immature boys who rejected Project services and would relate only to a specific job and insist upon being referred despite their unreadiness for a job. Referrals were made in these instances, and the inability to perform or qualify proved to be a shock of reality and a learning experience for the boy, although employers were sometimes alienated. Thereafter, these boys called back, asking for an appointment, to indicate their availability for guidance.

A different problem concerned the boys living in the group residences. Agency policy regarding earnings reduced the incentive to work. The boy was allowed to keep $10.00 of his earnings, with 1/2 of the remainder placed in savings for him and 1/2 returned to the agency as support payment toward his cost of care. It was difficult to help some boys understand that the management of money was an important learning experience. Immediate gratification was an important motivation for them. However, only a few boys resented the policy to the extent that they would not, at some point seek employment. Inasmuch as boys in the group residences were required to be in school, this problem was somewhat minimized because they were only available for part-time or odd jobs in the community. It was during the summer months when the boys were free for full-time employment that resentment was strongest and the need for money was greatest.

During the final years of the Project, the job placement needs of the boys in After-Care were met most satisfactorily through arrangements with voluntary employment agencies and through programs developed by the Office of Economic Opportunity.

The demand for part-time jobs, summer jobs, and training programs exceeded the requests for full-time employment during the final years of the Project because most of the boys were in school and preparing for training. This trend is viewed as definite progress for the group studied. After-school jobs for boys were very difficult to secure because the boys had little to offer and the labor market was tight. The Work-Study Program, developed by the New York City Board of Education, was utilized when and if the boy reached the required grade level - high school junior. A few boys were placed in the in-school Neighborhood Youth Corps. Others were able to secure a job through a directed neighborhood canvass. The New York State Employment Service counselor assisted where possible, but help from this resource was minimal.

Training Opportunities

The training goal of this Project was to prepare the boys for specific jobs. However, training opportunities for specific occupations were not overly abundant. During the earlier years of the Project, boys discharged from the Village were too young to enter a training program that would be completed before they were old enough to enter the labor market. As the boys became older, referrals were made to the Division of Vocational Rehabilitation and to training programs developed under the Office of Economic Opportunity.

Under Division of Vocational Rehabilitation sponsorship, boys were placed successfully in vocational trade schools and in on-the-job training programs. However, the requirements for other available youth training programs were too rigid for the typical Village boy. Many of the requirements could be met only by boys who had attended school up to the 11th or 12th grade. In some instances, because of the red tape and interminable screening process, a boy could not wait, and other plans had to be substituted.

Training opportunities which lacked status, such as laundry work or orderly work in hospitals, were not welcomed by the boys. Many boys were not qualified for training in other areas beyond this level, but they would rather remain idle than accept what was immediately available. Some boys who were eligible for training could not accept it because their financial support was needed by their families. Some boys had to be "sold" on a training program because the financial rewards were not immediate. These boys needed to receive intermittent encouragement to keep them going.

Some boys preferred training of a short-term nature such as six months or less. These boys fell into a group of extremely hard-to-reach youth, and they showed patterns of continuous broken appointments. Their goals were vague and fluid, and they were unable to think about long-term goals.

Such boys were motivated only by immediate financial returns. Frequently, the difficulties involved in trying to secure and hold a job would help boys move more realistically toward a training program.

Preparatory counseling helped the boys develop readiness for a training program. The boys were helped to assess their vocational strengths and potential in terms of long-range planning rather than in terms of immediate financial gratification. In most instances, the boys were able to recognize that, with training, the financial rewards would be greater. This factor may well have been the strongest "selling" point that counseling had to offer.

After boys were referred to and accepted for training programs, continued counseling and follow-up helped to strengthen their ability to meet the demands of the program as well as to encourage them to complete the program.

Other Community Resources

Community resources to support the Project's guidance services for the school drop-out were meager during the early years of the Project. Resources increased with the development of programs under the Office of Economic Opportunity.

While most boys discharged to After-Care were placed in school, it was recognized that many would drop out and would need assistance in vocational planning. The needs in After-Care proved to be in the areas of full-time employment, pre-vocational experiences, and, for the boys too young for employment, a recreational or leadership training type program. In selecting an appropriate community resource, the focus was always on the needs of a particular boy. Some boys benefitted most by remaining in school, others by a job, and many by a pre-vocational program. The pre-vocational services in the community included work assignments and remedial instruction. Such programs added to the gains made in residence.

It was sometimes difficult to help a boy accept or make the most of the available community resources. The need for the financial rewards of a job was often most important to the boys. The employment needs of the boys were not always met because of the difficulties involved in placing 16-18 year-old youths, the lateness of school hours, and the paucity of jobs. There was a group of boys whose emotional problems interfered with their entering into employment, a group which would consistently verbalize an interest in employment, training, or a pre-vocational program but would fail to follow through on referrals.

In spite of pre-placement counseling, boys unrealistically viewed training experiences as jobs rather than as preparation for jobs. It was not uncommon for a boy to state that he was going to drop out because the $20.00 allowance provided for carfare and lunch was not enough salary. On-going intensive counseling was necessary to help such a boy sustain himself through completion of the program.

There were a few boys in After-Care who were too young to secure employment. Their needs for nurture and male identification were met through referral to community recreational and leadership programs, such as the Cadet Corps program conducted by Harlem Youth.

Data Collection

As a vehicle for obtaining standardized data on Project boys who had been transferred from the Village to the community, an After-Care questionnaire was constructed (see appendix I). This questionnaire was to be administered to the boys by the vocational counselor at 6 months and 12 months following transfer to the community. The following is a brief discussion of the problems encountered in attempting to collect these data, of the methods employed in attempting to deal with these problems, and of the degree of success achieved.

For many boys, return to the community represented "freedom" in the fullest definition of the term. They felt that they had "put in their time", and now wanted nothing to do with anyone connected with the Village. They resented any efforts on the part of staff to follow-up or maintain contact. In some cases this feeling was real. In others, the boys believed that this was how he should feel or was expected to feel, and so he acted accordingly. Aside from the difficulty in maintaining continued contact with these boys for counseling and treatment services, this group was one from which it was most difficult to obtain data for research.

A small number of boys who did well upon return to the community and really did not need any of the services of the After-Care staff did not understand why they had to see their social worker or counselor again and manifested much resistance.

In a number of cases, boys were working or in school all day and were not able to come to the After-Care office during the working day. They were not readily available for interviews at work or school during those hours. Some boys moved or were re-institutionalized, and the mere locating of such boys was a difficult undertaking involving many manhours of effort. Of course, some boys did allow contact to be maintained, through counseling and placement efforts, and they represented the easiest group from which data were obtainable. In a small number of cases, boys wished to come in and give information, but their parents would not let them. The parents seemed resentful of all authority intervening in their lives.

Control Group boys deserve separate mention. Since no attempt was made to contact these boys except at six and 12 month intervals, problems arose regarding finding their place of residence. Again, resentment developed on the part of these boys who felt no obligation to respond to our inquiries, since nothing in the way of service or help was offered them.

In attempting to obtain the necessary data, the following methods were used. Letters were sent to boys requesting them to come in or to call if they could not come. Two or three such attempts were made before trying another method. If the call-in letter failed, visits were made to the boys at home. In cases where it was felt that the boy was actively avoiding us, no prior notice of the visit was given. Boys located in this manner were usually cooperative. If both of the above failed, a letter was sent offering $5.00 in exchange for the desired information. The boy was told to call us immediately if he wanted to take advantage of this offer. Approximately six additional questionnaires were obtained in this manner. In many cases the main problem was not only one of cooperation, but also of locating a current place of residence. Boys had moved or had been re-institutionalized, and no one knew where they were. In such cases, a number of resources were utilized to attempt to locate the boys: other boys were asked; relatives were contacted; the post office was asked to forward letters or obtain a receipt for delivered letters; visits were made to the old neighborhoods where information might be elicited from neighbors; and Social Service Exchange Inquiries were made. Each of these techniques proved successful in a number of cases.

The following case is offered as one in which almost all methods were utilized.

> W.W. returned to the community from the Village in January, 1963. Contact was maintained for the first few months, but before six months had elapsed he moved and stopped coming in. No one knew where W. was, and efforts at locating him were fruitless. In early 1965, a final all-out effort was made to locate all boys on whom questionnaires were outstanding. A letter was sent to each of W's previous addresses. All were returned, indicating that W. did not live at any of them and that no forwarding address was available. An inquiry to the Social Service Exchange indicated that W. and his family were on public assistance. The Welfare Department gave us the local Welfare Center handling the case, through which we obtained his current address.
>
> Two Call-in letters were sent. Neither was returned, nor answered. A notice of a home visit was sent, and the visit was

> made. W's mother was at home, but W had gone out. A message was left for W. to call us, but he did not. A second visit was made, this time without prior notice. He was not at home this time either.
>
> A $5.00 call-in offer was sent to his home. Surprisingly, W. telephoned when he received the letter. An appointment was made, W. came in and received his $5.00, and the necessary data were finally obtained in May, 1965, two years after our follow-up efforts had begun.

The difficulties encountered in collecting data reflect perhaps one of the key reasons why longitudinal studies have had such a sparse history.

CHAPTER VI

SUMMARY, IMPLICATIONS AND SUGGESTIONS FOR FUTURE ACTION

Summary of Project Procedure

Background

The need for this vocational rehabilitation demonstration project developed from several different sources, all of which, in common, sought to modify constructively the vocational and community adaptation of youthful delinquents. Children's Village, for example, learned through a follow-up study of discharged boys, conducted in 1959 and 1960, that over one-quarter had adjusted poorly in school, work and leisure-time activities. Many boys did not return to school or subsequently became dropouts if they did return to school. Poor employment experiences were reflected in the finding that discharged boys held six to eight jobs during a year. These manifestations of instability were seen as contributing factors to increased disorganization which would potentially lead to repeated law-violating behavior. These findings were found to be widespread enough to constitute a problem of national concern.

After surveying the literature reflecting research, current conditions and opinion, including a survey of 187 residential treatment centers, representing a 61% sample of all agencies listed in the Directory for Exceptional Children, it was ascertained that vocationally related services were provided on a piece meal basis by educators, social workers and maintenance personnel. It was concluded that vocational services, rendered by the vocational specialist in an integrative, developmental approach, were missing from residential treatment centers.

In consultation with a group of experts from the field of vocational rehabilitation, Children's Village developed a comprehensive vocational treatment program, in both its intra-mural and After-Care aspects, to meet head-on the responsibility of promoting the vocational growth of delinquent youth - an entirely novel concept in residential treatment practice. Funds for the operation of the program were made available by Children's Village and by a Vocational Rehabilitation Administration grant. The Project began with the following statement of aims.

1. To demonstrate the feasibility of a comprehensive vocational rehabilitation program encompassing both residential and After-Care phases, integrated with other treatment services, to meet the vocational and community adjustment needs of boys

adjudged to be juvenile delinquents. The term, "Juvenile Delinquent" as defined for the purpose of this study, includes both adjudicated delinquents and emotionally disturbed adolescents who are judged to be pre-delinquent.

2. To identify the major personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment and maladjustment.

The Evolvement of Program Rationale and Structure as a Process

The rationale for the program to be demonstrated had to take into consideration divergent philosophies and many practical matters before it could be hammered out in final form. It seemed evident, for example, that persons with physical, mental and emotional disabilities had benefited substantially from the comprehensiveness and team-work of vocational rehabilitation programming. Children's Village called upon this discipline to apply to skills and knowledge to serve its boys.

The Project planners elicited many different ideas and perceptions from discussions with administrative and treatment personnel concerning the form and structure the program should take. One point of view recommended that it eliminate the 25% recidivism rate among discharged boys by plugging the job placement gap and providing intensive treatment for boys going back to school. Another view was that the Project should coordinate a decentralized treatment organization where vocational services would continue to be based in on-going Children's Village departments. The Education Department reacted negatively to becoming involved in the Project's suggestion that a multiple-activity workshop be established within the school's Industrial Arts program. Out of such divergent thinking, the Project decided that it was most important, as a beginning step, to adapt to the existing Children's Village model by organizing itself as an additional Department of Vocational Services. This established the Project within the philosophy of Children's Village which sought through the integration of comprehensive services to achieve the development of the individual boy through understanding and treating him. In time, as a result of a process of becoming more accepted by the other professional services and learning more about the needs of the boys, the Vocational Services Department would acquire its own character.

An important beginning opportunity in the aforementioned process developed when the Vocational Services Department, in the summer of 1961, began a pilot work program, building upon a limited work program conducted by the Community Services and Maintenance Departments of the Village. The positive reactions of the boys and professionals to the experience assured the acceptance of the new service and led to the establishment of the Work Activity Program and the Auxiliary Maintenance Corps as extensions of the pilot experience. Concommitant needs of the boys to share their experiences with their age peers and with a professional person resulted in the plan to organize both individual and group counseling services. These initial planning experiences which led to the crystallization of the new Vocational Services Department, with a comprehensive set of services, proved to be most significant in the developmental process since it soon became apparent that the Education Department would hold itself aloof from any involvement in the new approaches. The other Departments, however, had worked through their initial resistance and were fully committed to the new centralized vocational service. All told, the series of activities leading up to the development of an appropriate and pertinent vocational treatment model must be seen as a process of collaborations with the existing services of a setting in which a new service is introduced.

The Project's Services

The substantive program of the new Vocational Services Department included the following elements which were inter-related and provided on an on-going basis, parallel with other services of the Village:

Assessment Counseling was to help the boy learn about his interests, plans, values, and goals. This "sensitizing" service aimed to increase the boy's awareness of his feelings and attitudes toward jobs, working and peer relationships.

Evaluation and Testing were rendered initially and continued during all phases of the boy's progress through the program. Data for assessment were developed by means of counseling interviews, psychological tests and work samples and fed back to the boy in the process of helping him to focus his energies, drives and interests on a particular job area.

Developmental Counseling was employed both individually and in groups to help the boy move through the experiential work programs, to deal more effectively with his frustrations, and to recognize the discrete gains he made. Hopefully, the boy would learn to talk about his failures and frustrations rather than defeat himself by reacting impulsively to them.

Occupational Group Guidance served as the medium for providing information about jobs and the world of work to help the boy crystallize his ultimate job choice. Guidance literature, films, slides, role-playing and discussions were found especially valuable for the boy whose interest was stimulated by his participation in a work activity.

Field Visiting provided first-hand information about jobs and job conditions in fields of activities where entry jobs were presumably available.

Work Exposure experiences were developed so that the motor-expressive boy could function in constructive activities around which he could be helped to promote his personal, social and vocational growth. These activities were ordered into a graded difficulty sequence likely most often to enable the boy to experience a growing series of successes in increasingly demanding activities. As a result, the boy would increase his self-esteem and motivation, meet increasingly rigorous limits, develop a growing investment in achievement, and prepare himself eventually to meet similar demands likely to be encountered on his job. Most immediately, the boy would learn to work inter-dependently with his peers; learn to accept rational and supportive supervision; develop appropriate work habits and attitudes; and learn to persevere in a job. These outcomes were what the boy needed to sustain employment and the emphasis was placed here rather than on job placement alone.

Job experiences were provided through:

The Auxiliary Maintenance Corps, as a beginning work activity, bridged the gap between school and work world. A number of A.M.C. teams, under careful supervision, were involved in the planning and execution of 27 needed institutional jobs ranging from the repair of a paper cutter to the construction of a giant scoreboard.

The Work Activity Program, as a more advanced job experience, provided the boy with a realistic employment process including an interview, induction to work, adhering to a work schedule, inspecting and improving his work skills, and lastly, providing him with remuneration. Usually, the boy served as an assistant to a skilled worker.

After-Care Vocational Counseling service supported the discharged boy in his community, helping him, as the need arose, to fit into an appropriate school program or vocational training service or in obtaining employment. The counselor either intervened directly in the boy's behalf or secured the cooperation of another agency. The counselor found it necessary to aid the boy in school with intensive services despite the fact that the Village Education Department was required by law to complete the school transfer. The counselor needed to deal with and to resolve problems of underage youths bent on employment and reluctant to remain in school until they reached their seventeenth birthday. The counselor needed potential rather than "deadend" openings. Where boys were housed in Village-administered Group Residences, the counselor focused on securing appropriate part-time jobs. Lastly, the counselor provided follow-up services in which the boy was contacted periodically and made aware of the counselor's continued interest in his welfare.

The Project Staff

The staff of the Vocational Services Department consisted of a Project Director (part-time), a Project Coordinator, two Vocational Counselors, two Work Supervisors (part-time), a Research Psychologist (part-time) and one Research Assistant.

The Study Population

The sample of boys who served in the study was drawn from the general Children's Village population, ninety percent of whom were persistent truants. Seventy percent were academically retarded although their achievement expectancy was potentially normal for their age. The ages of the Village boys ranged from 10 to 18, while two-thirds were between the ages of 13 and 16. By contrast, in the After-Care, ninety-two percent of the boys were between the ages of 15 and 18. About eighty percent came from New York City, seventeen percent came from other parts of New York State, and the remaining three percent came from nine other states.

The selection of Project subjects was limited to a roster of boys' names who were identified by the Village professional staff as appropriate condidates for vocational treatment. It would have been contrary to Village policy and practice to select subjects from the general population by random sampling procedure. Nevertheless, Experimental Group A was randomly selected from the roster and received the full range of services in both In-Care and After-Care. Names were randomly drawn from the roster for inclusion in the Control Group and received no services. The slowness of the referral process by the Village professional staff seriously limited the size of the Control Group. Both Experimental and Control Groups were followed up in the community at about six months and one year after release from institutional care.

This change in the selection process mandated by the Village altered the nature of the universe to which findings could be generalized - certainly, not to the total population of the Village, but only to boys whom The Children's Village professional staff, for a variety of reasons, felt needed vocational services.

A second sample of twenty boys, designated as Experimental Group B received a full range of Project After-Care services only during the first six months of the Project's life. Since this group had not been pre-selected by the Village professional staff, it was considered more representative of the total population of Children's Village.

A third sample of twenty-seven boys, identified as a Comparison Group had been followed up in the After-Care in 1959, prior to the Project's inception, and hence could be compared to Experimental Group A, the Control Group, and Experimental Group B.

Research Approach

All told, 67 factors derived from questionnaires, interviews and psychological tests, were secured, including 23 measures at the initial interview, 11 measures at the time of release from the In-Care program, and finally, 33 measures at the six-months and one year follow-up of the boys in After-Care. Appropriate statistical procedures were employed to measure test-retest reliability of subjects, inter-rater judgment agreement, and the statistical significance of differences among the several subject samples. Lastly, a correlation matrix of 66 variables was completed to assess the inter-relationships among background and adjustment factors.

Some Characteristics of Subjects

On admission to the Project, in general, there was little difference between the personal characteristics of Experimental Group A and Control subjects. The typical boy entered at age 14 years, 8 months and was discharged from In-Care at age 15 years, 6 months, having spent 19 months in the Project program. He came from a neighborhood in which the delinquency rate was slightly below the "high delinquency" critical score of 70 per 1000 population. A combination of school and community problems of adjustment primarily led to his admission to the Village while home problems constituted a second major admission behavioral problem. The finding that Experimental Group B had more subjects with admission problems stemming from other sources, was a function of different sampling methods.

The Children's Village psychiatric diagnosis of "Passive-Aggressive Personality" was assigned typically to the boys of the Experimental Group A and Control Groups at the time of admission, while the typical Experimental Group B boy was significantly different, being classified as "Personality Trait Disturbance or Disorder."

The majority of the boys of the three study groups belonged to the Protestant faith and the remaining members belonged to the Roman Catholic faith. The largest ethnic category for each group was "Negro." The second largest category was "White" while the smallest group was classified as "Puerto Rican." The distribution of ethnic categories did not differ significantly among groups. At least half of the boys came from families which received financial support from public assistance funds.

There was no significant difference between the mean scores of the Experimental Group A and Control Groups on twelve factors, with one exception: The Experimental Group A boys were significantly more impulsive, signifying a lack of concern for rules, than were the Control subjects at the time of initial selection. All told, both Experimental Group A and Control Group boys appeared to be approximately equated with regard to their personal characteristics.

Findings and Implications

In this present effort, a comprehensive vocational rehabilitation program, comprising In-Care and After-Care phases, was initiated for the first time in a residential treatment setting for boys adjudged as juvenile delinquents. The worthwhileness of the demonstration program was evaluated, in part, by means of 67 measurements derived from questionnaires, interviews and psychological tests. The criteria employed were twofold: firstly, the adequacy of the community adaptation and behavior of the study population, and, secondly, whether changes in a salutary direction occurred in the attitudes, perception and understanding of the boys.

Community Adaptation

The findings clearly indicated that no marked differences were evident in the community adjustments of the treated and untreated boys at one-half year and one year intervals after discharge from Children's Village. About the same proportion of each group was to be found in the "constructive" activities of being at school, at school and work, or at work. There were no statistically significant differences between the groups relative to such community dispositions as "unoccupied," "in correctional institution," etc. This finding is clearly at variance with the successful occupational outcome of physically handicapped persons who received vocational rehabilitation services from public or private agencies. Yet, it corresponds closely with the results obtained, as well as the expectations of treatment agencies serving anti-social youth. Experience has demonstrated that little change has been obtained in the life-style and behavior of the boys especially since most, if not all, return to homes and neighborhoods characterized as deprived, unacculturated, etc. Presumably, such negative nurturing accounted for the acquisition of values and motivations which led to deviant or anti-social behavior. For the most part, successfully rehabilitated physically handicapped persons, by contrast, come from a wide range of socio-economic-cultural milieus. Their vocational adaptation had undoubtedly been facilitated by their expectations, values and behaviors which were in harmony with societal norms. Certainly, this condition did not hold true for the study population, and it was therefore unrealistic to expect marked behavioral changes to take place as a result of an exposure for an average of ten months in the demonstration program. Yet, it nevertheless appeared reasonable to anticipate that the experience for the treated boys would be important in facilitating the growth of cognitive elements in decision-making in the boys who formerly employed impulsive, leap-before-you-look kinds of reactions. That this change-over in the perceptual field of the boys would result in a change of attitudes and goals (but not of life-styles or easily observable behavior) was an important process to observe and measure in the present study, as set forth below:

Conformity in the Work Area

An important but not statistically significant difference reflected the impact of the Project programs upon the treated boys. The latter tended to maintain an acceptable conformity rating score in the work area at six months (64%) and at one year after discharge (64%) whereas untreated boys showed a drop from 63% at six months to 40% at one year. It is not unreasonable to expect, therefore, that boys such as those in Experimental Group A may continue to reflect acceptable conforming behavior levels in work situations.

Keeping Out of Trouble

The finding that Experimental Group A boys were substantially, but not with statistical significance, increasing the percentage of those "keeping out of trouble" from the 1/2 year to the one year follow-up, appeared to be another outcome of the Project program. The Control Group showed an increasing tendency to get into trouble in the same time span.

The Effect of a Vocationally Oriented Program on Treated Boys

At the six month evaluation, the significantly differentiating item, favoring Experimental Group B, from the Conformity Rating Schedule refers to an attitude that school is preparing the boy for a good job. At the one year evaluation, the item favoring Experimental Group A over the Control Group, refers to the belief that the boy is learning things on the job which will help him get ahead. It is of interest to note that both differentiating items relate an awareness by the two treated groups of the relationship of present situations to vocational goals. The emphasis placed by the program's counselor upon vocational goal direction, for both school and job placement, appeared to have taken root. It resulted either in more appropriate placement of boys in school and/or work programs or in making the boys increasingly aware of the contributions which their present assignments could make to their future vocational goals. From these items it would appear that the vocational orientation for the treated boys creates attitudes of awareness of the relationship of present school and work experience to future vocational goals.

These attitudes represent a significant advance for these boys in their rehabilitation process. Heretofore, the treated boys were so ruled by their pursuit of immediate gratification that they were unable to organize themselves sufficiently to acquire skills which would "pay off" for future work goals.

The total Work Conformity Scores at one year follow-up, showed a tendency for both Experimental Group A and Experimental Group B boys to have more favorable attitudes and behaviors in the work area than the untreated groups, although differences between groups were not statistically significant. This tendency was apparently the result of the Project's vocational services as a positive transfer of training. In the other three areas studied (Home, School, Keeping Out of Trouble), conforming scores were essentially the same between treated and untreated boys.

The relative severity of emotional pathology and admission behavior problems of delinquent boys has an important bearing on how much constructive use they make of vocationally oriented services. A case in point was the fact that Experimental Group B boys differed significantly from both Experimental Group A and Control Group boys. Experimental Group B boys had fewer multiple admission problems and diagnoses of less severe emotional pathology. Experimental Group B was randomly selected from the total population discharged from In-Care and was thus a more representative (albeit less emotionally disturbed) sample of the total population of Children's Village, than Experimental Group A or the Control Group.

Experimental Group A and the Control Group were random samples of the population recommended by institutional personnel for Project services. These findings would suggest that Children's Village professional personnel tended to recommend for vocational services boys with more multiple admission problems and more severe emotional pathology than that presented by the general boy population of Children's Village. Hence, the finding at the time of the six month evaluation that Experimental Group B boys differed significantly from Experimental Group A boys on the item indicating that "school was preparing the boy for a good job" reflected the greater initial amenability to vocational services of school-attending Experimental Group B boys. It is felt that the latter's greater initial amenability developed because of less severe emotional pathology and less complex admission behavior problems.

Noteworthy, too, was the finding that Experimental Group A boys at the time of the one year evaluation differed significantly from the Control Group on the item indicating they were "learning things on the job that will help them get ahead." These aforementioned groups showed little or no difference on initial test scores and background characteristics, with one exception: the treated boys initially were more impulsive and ignored rules significantly more than did the Control Group. It does not appear that this tendency toward impulsivity contributed to the finding that treated subjects significantly more than Control subjects felt they were 'learning things on the job that would help them get ahead.' On the contrary, it would appear that the effect was due to the vocational service program to which the treated boys were exposed, and that this operated despite the presence of a more impulsive underlay.

The general lack of statistically significant differences between Experimental Group A and Control Group boys, favoring the former, in School, Home or Keeping Out of Trouble ratings, suggests that two qualifications must be kept in mind in interpreting the results. First, while both groups were selected from the same population, it was found nevertheless that Experimental Group A was significantly more impulsive than the Control Group. Second, is the fact that the number of subjects in the Control Group was small because of the slowness of referral, this minimized the statistical significance of small but perhaps real differences between groups.

Personal and Background Characteristics Related to Community Adjustment

A statistically significant relationship was obtained among the following personal and background characteristics of the boys and their community adjustment:

> Age: The age of the boy at the time of referral to the program was positively correlated (.28) with the longest time on the job. This indicated that the older the boy at time of referral, the longer he tended to stay on one job after discharge. This may occur because the older boy was realistically planning to work on leaving In-Care. By contrast, school might have been a more appropriate goal for the younger boy. Therefore, it would seem that a

Project program might focus on school retention as preparation for ultimate employment for the younger boys, that is, those who are 13, 14 or 15 years of age.

Ethnic Group: The positive relationship between being Caucasian and a boy's feeling that he is learning things on the job which will help him get ahead has important implications for the worthwhileness of the boy's endeavor. Thus, Caucasian boys were significantly more likely than Negro boys to feel they were learning on the job. This finding appears to reflect the discouragement felt by Negro boys in pessimistically viewing employment opportunities for themselves, in that they typically get the less skilled jobs. Undoubtedly, this attitude may concommitantly reflect lowered self-evaluation, lowered expectancy for learning, and a generally less optimistic outlook of the future.

This would imply that Negro boys, or other members of minority groups, could benefit from placement in jobs offering opportunities for greater complexity, skill and status. In addition, counseling - both individual and group - could focus upon the ventilation of feelings, particularly negative ones, followed by clarification and planning for learning and advancing on the job, with the realization that job possibilities are available. Moreover, Negro boys need help to seek and recognize learning opportunities, informal and formal, in whatever job placement they happen to be. In this respect, vocational services should offer an opportunity vista beyond placement through continued growth and learning.

The significant negative relationship (-.35) between being a member of the Puerto Rican group and a report of "seldom having trouble with fellow workers" suggests that Puerto Ricans experience friction with work peers more than do boys from the Negro or Caucasian groups. Vocational services may helpfully intervene by overcoming the apparent barrier which cultural and/or language differences place between them and their work peers.

Religion: Positive relationships were found between being Catholic and Caucasian and both the total "keeping out of trouble" score (.33) and wages on the job held longest (.33). A negative relationship was found between being Protestant and Negro, and the "keeping out of trouble" score (-.33) and wages on the job held longest (-.33). The correlation between 'religion' and 'ethnic group' was .58. These significant associations may actually be a further confirmation of the fact that Caucasians find it easier to adjust to community expectations than do Negros. As stated earlier, vocational services, through counseling and training, need to bring into the open attitudes which enhance or defeat the individual: that learning and training opportunities can make for upward occupational mobility; and that counselor support is available to the boy as he struggles to adapt himself more appropriately at school and at work.

Source of Family Income: The important finding that boys from families on public assistance tend to participate less in home chores than did boys from self-supporting homes has serious implications for rehabilitation outcome in view of the fact that a majority of the study groups fit into this circumstance. Noteworthy, too, was the significant relationship (.28) between the family being on public assistance and living only with the mother at discharge. To the extent that lack of cooperation in the home influences adjustment in other areas, a boy is disadvantaged if he comes from a broken home maintained by public assistance. If family casework intervention is unable to mediate successfully in the home in behalf of the boy, placement in a group residence may serve a very valuable function for such boys.

Rate of Delinquency in Area of Residence: There was a negative correlation between the rate of delinquency in the area of residence and two factors: "seldom having trouble with superiors on the job" (-.47) and "the feeling that school is preparing him for a good job," (-.33). A significant correlation (.34) between rate of delinquency and living with the mother only, suggested that boys from high delinquency areas often come from fatherless homes. It may well be that an essential ingredient in a successful community adjustment for the boy coming from a high delinquency area is to assure his placement in a group residence, else job friction or lack of faith in schooling results in an unhappy outcome.

Living Arrangements at Discharge: A most important finding pertaining to successful community adaptation was seen in the positive relationship (.33) between living in a group residence at discharge and liking school. The soundness of this living arrangement to insure a successful rehabilitation outcome is further corroborated by the negative correlation (-.40) which existed between living in a group residence and rate of delinquency in the neighborhood of the group residence.

Conformity Ratings: There were positive correlations between the boy's Total Conformity Rating on admission to the program and a feeling of being wanted by his family after discharge (.30); between the boy's Conformity Rating to the Cottage on admission to the program and both his Total Conformity Rating (.30) after discharge, and specifically, a feeling of being wanted by his family after discharge (.37). These findings indicate that boys who tend to feel secure and not rejected by their family also tended to adjust to Cottage life at Children's Village and, in fact, to the total program. This would suggest that boys who adjust well to institutional life, especially Cottage life, tend to adjust better to their home situation after discharge.

Length of Time in In-Care Program: The longer boys remained at Children's Village after being referred to the In-Care Vocational Service program, the greater was their vocational success as measured by wages on the job held longest. This finding reinforces the belief that the Project program, dealing as it does with job training and with strengthening the self-esteem of the boy, is associated positively with successful vocational adaptation as measured by wages.

Impulsivity: There was a negative relationship between the "I" score (impulsivity) on the Arrow Dot Test and three factors: usually feeling wanted by his family (-.30); hardly ever fighting with his parents (-.29); and the total home conformity score (-.30). This finding suggests that boys with higher impulsivity or non-conformity scores are more likely to fight with their parents; not feel wanted at home; and generally not adjust well at home after discharge. Thus it would be well, at the time of referral, to provide these boys and their families with concurrent intensive therapeutic services, if the boys are to benefit from the Project program. It may also be temporarily necessary to screen out the boys who reflect disenchantment and rebellion through high "I" scores on the Arrow Dot Test.

Overconformity: There was a negative correlation between the "S" score (measure of overconformity) attained on the Arrow Dot Test and two factors: "feeling that he is learning on the job" (-.35); and the total work conformity score (-.34). The boy with a high "S" score applies rules and regualtions indiscriminately, even when they do not apply to a new situation. He is less likely to feel he is learning on a job and less likely to adjust well to work after discharge. Such boys may not be able to use vocational services constructively unless they receive concurrent therapeutic assistance to limit these self-defeating tendencies.

Sense of Responsibility: There was a negative relationship between the Responsibility Sub Scale of the California Personality Inventory (Revised by Project) and indication of seldom having trouble with supervisors on the job (-.36). The inconsistency of this finding, apparently results from subjects who indiscrinimately and rigidly over-conform, who give overly-conscientious and overly-dependable answers but who do not adequately adjust to work supervision.

It would seem appropriate to screen out boys with overly high scores on this scale and to teach them therapeutically in both concrete work and counseling situations to revise their rigid and overly conscientious manner since this empirically seems to inhibit adequate adjustment to superiors at work.

Admission Behavioral Problem: There was also a positive correlation (.33) between an admission behavioral problem in the area of "Community problems" and seldom having trouble with supervisors at work. This apparently inconsistent finding suggests that boys admitted to the Village because of such behavior as theft, assault, and other delinquent activities, tend not to have difficulty with job superiors. Once again, this finding may be influenced by rigid, "overly-conscientious" boys who find their rigidity impairing their adjustment to superiors at work. Further, we might speculate that boys who have been institutionalized, partially for "acting out" problems, have a better work prognosis than those who have been placed at Children's Village because of home and/or school problems. This finding, as do the previous ones, suggests that if a boy is to succeed in a vocational service program, it is most important that the boy's reality situation be understood and dealt with in terms of his admission behavioral problem, among other considerations

Implications for Time of Initiation of Services

Experimental Group A received Project services both during the In-Care and After-Care phases, while Experimental Group B received Project services only in the After-Care phase. On evaluation, Experimental Group B at the six month follow-up felt significantly more often that "school was preparing the boy for a good job." This greater amenability to Project treatment of the school-attending Experimental Group B boys occurred because this group showed less severe emotional pathology and less complex admission problems. Hence, a relatively less damaged boy seems able to benefit from After-Care services alone.

Experimental Group A, by contrast, showed more multiple admission problems and more severe emotional pathology because of the manner of its selection. In addition, it proved to be significantly more impulsive than its otherwise approximately equated Control Group. Yet, at the one year evaluation, Experimental Group A was favored over the Control Group in the boys' belief that they are learning things on the job which will help them get ahead. It appears that both In-Care and After-Care services are needed for a more damaged group to effect salutary changes.

Implications for Vocational Service Programming

It seemed clear to the Project, almost from its inception, that its substantive program had to contain those ingredients which would effect modification in the thinking and action spheres of the boys it hoped to rehabilitate. The fact that the present demonstration was a pilot effort in developing a practical treatment model as an agent for vocational change, dictated that the demonstration evolve through experience, rather than enter the treatment scene fully conceived. It would have been folly indeed to have pursued the latter course and impose thereby on a population of delinquent boys a treatment program derived from other kinds of community service constellations and other client populations. Actual experience in attempts to involve other helping agencies yielded limited or no results for the reason that other agencies were not geared through services, experiences or intake requirements to handle delinquent boys. The special character of the vocational service demonstration model, which gives it its special uniqueness, evolved as a response to the needs of a special population - a group of delinquent boys in a residential treatment setting having both In-Care and After-Care phases. The aspects of the demonstration model which have implications for practice elsewhere are set forth below:

In-Care Counseling

While vocational counseling, in general, helps counselees to understand and to move more appropriately through experience, the present counseling experience reflected some markedly unique differences associated with service to delinquent boys. By contrast with other rehabilitation settings, Project counseling ascertained that delinquent boys slowly manifest salutary change in attitudes and behavior - perhaps as much as six months and not less than three months. This occurs because counseling content centers around inappropriate and self-defeating reactions of boys in such problem areas as: viewing all authority figures as punitive, capricious and irrational; acting-out, impulsive reactions; gaining recognition and approval through appropriate rather than anti-social behavior; feeling rejected and becoming hostile if the work supervisor cannot immediately respond to a request for help; the problem of stealing tools; peer competition; fluctuating motivation, and many additional ones. One notes here the concreteness of the problem and its immediacy to the boy concerned. The "working through" of these problems suggested a similarity in treatment practice between the Project counselor and other professional Village personnel engaged in case-work or psychotherapeutic approaches. Yet the Project counselor limited the problem situation to the actual Project experience in which the boy experienced conflict, anxiety or frustration. While other populations in need of vocational rehabilitation are reasonably comfortable in intellectual counseling exchanges around future job planning, the delinquent boy can only focus upon the immediate, concrete and material problem he faces. Concommitantly, the Project counselor finds himself engaged in diagnostic and treatment conferences with psychiatric, psychological and social work colleagues. The level of professional understanding required in such team interaction suggests that a Vocational counselor, to be effective, needs to be especially experienced and well trained in his own field of rehabilitation counseling.

The same level of competence is required of the Project counselor who employs group counseling techniques to deal with the aforementioned relationship problems which get in the way of the boys' vocational progress. One notes that group counseling skills are very necessary if the group experience is to be constructive for the boys. Project counselors needed to cope with and work through problems of appropriate composition of the groups so as to achieve balance among aggressive and passive boys, to deal effectively with the rivalry for leadership posed by an aggressive boy, and to quickly identify those boys whose impulses and immaturity made them unable to use a group experience successfully.

Occupational Growth

As in other settings, the Project counselor soon identified the more literate and motivated boys who were able to explore a wide range of vocational opportunities through self-directed readings and other experiences. The more limited boys learned better through actual, near-life experiences involving contact with a specific skill or through field visiting. The latter brought out into the open many distorted and limited perceptions about work -- its demands, its supervisors and its workers. Limited boys responded best to new information through actual contact with work supervisors and thus manifested a strong need to search out and find for themselves adult models with which to identify. It was through a relationship with kindly, rational work supervisors that the limited boys developed beginning skills and knowledges about work operations, tools, and productivity.

The Work Programs

An actual work opportunity experience undoubtedly proved to be the keystone around which all other Project services related. At Children's Village, the Auxiliary Maintenance Corps served as an introductory activity which bridged the gap between school and more demanding work situations. A number of A. M. C. teams, under careful supervision, were involved in the planning and execution of 27 needed institutional jobs which afforded the participating boys much prestige and personal satisfaction. The more advanced work opportunity, the Work Activity Program not only involved more realistic and demanding effort but also afforded the boy the opportunity of serving under a trained artisan and receiving monetary remuneration. The reactions of the boys to these life situations provided the content for Project counseling and also needed to be dealt with by other Village helping personnel. Both the A. M. C. and W. A. P. developed graded work samples in the training process which enabled the boy to assess in *vivo* his comparative standing.

On occasion, a boy needed to be temporarily excluded from the work program when he exhibited disruptive behavior and was not available for learning. However, the door was always left open for him to return. The work supervisor invariably alerted the Project Counselor about these situations so that the developing responses could be learned. Inter-communication between counseling and the work situation also flowed from the former to the latter. Most frequently, the Project Counselor used material coming from the boys, (concerning their positive and negative reactions to their work supervisors) for discussion purposes with the work supervisors. The emphasis was placed on the way the boy related to the supervisor and what need the relationship served. Through discussion and clarification, the supervisors reactions became gradually more constructive in facilitating the boy's emotional growth and acceptance of supervision. The building of bridges between Program units to share and understand information about the individual boy tended to result in consistent, reinforced and stable interactions with the boy. Both communication among the Program units and actual work experiences are equally important in effecting the boys' rehabilitation.

Implications for After-Care Services

After-Care Counseling

If community adaptation for the boy is most challenging to him, counselor assistance at this phase of Project treatment is also most critically needed. Certainly, the ever-present possibility of backsliding confronts the typical boy with severe emotional pathology and multiple admission problems. Most often, he returns to a broken home in a community with a high delinquency rate. Fortunately, the discharged boys in Experimental Group A had developed an orientation which they did not possess when they were first admitted to the Village. They had learned to differentiate among adults and could now view those with whom they related at the Village as kindly, stable and rational persons. The boys could expect help from them and yet be respected as unique individuals. Their interest in a future which is bright and promising was newly acquired. They enjoyed and felt proud of the skills they had developed. They had some concept of their abilities and the goals to which they might aspire. Lastly, they understood that the Project Counselor would be available to them when needed.

It has been our experience that the typical boy in the community reaches out for help only as a reaction to an immediate problem for which he wishes "first-aid." The emphasis in After-Care counseling has been to keep the boy involved in long-term planning. This emphasis seems most important for all After-Care treatment settings if recidivism is to be reduced.

The range of problems around which the boys sought help probably does not vary from community service to community service. The boys wanted material help in entering certain preferred schools or certain preferred school programs. They asked for specific training or employment help. They wanted advice concerning problems with various neighborhood persons - boys, girlfriends, parents or teachers. It was observed that the treated boys, contrasted with untreated boys, were more apt to quickly establish a trusting relationship with the counselor and to "level with him." The untreated were often inchoately formed and reflected little knowledgeable thinking about work. Untreated boys showed marked dependency on the counselor with minimal apparent willingness to assume some beginning independent action.

There can be little question that a community agency will encounter much difficulty in satisfactorily serving delinquent boys who have not had the opportunity to benefit from antecedent In-Care comprehensive vocational services.

Group Residence in the Community

The After-Care counselor found that boys residing in a professionally supervised group residence in the community made more consistent and constructive use of counseling help around school training or job placement areas. By contrast, boys discharged to their own homes manifested behavior which reflected some vitiation of the gains made previously in the institution. After-Care counseling services were accepted and used more constructively by boys who did not return to their own homes but who were in a community group residence.

Job Placement

Untreated boys in the community most frequently pressed the After-Care counselor for "any job that pays good," as an end in itself. Treated boys were more inclined to seek jobs in specific interest areas which offered opportunities for growth and development. Treated boys sought part-time jobs while attending school. They had no intention of dropping school and working full-time. In all instances, the counselor supported the point of view that jobs were developmental opportunities and a means of crystallizing vocational interests for which further training or education was both practical and necessary. This principle was more accepted by the treated than the untreated boys. The After-Care counselor devoted a large block of his working time to developing a pool of job openings.

A major obstacle encountered by the counselor was the boys under age 16 who sought work or job training as an alternative to continuing in school. These boys could not accept the legal employment restrictions. Treated boys responded more constructively and as a result of help, managed to progress into formal training programs. To the more self-directing boys, information about placement resources were made available as part of the After-Care counseling services. At the time of this writing, training and placement resources for the delinquency-prone boy were just beginning to increase and, to the extent that they were available, the counselor made use of them. The important implication growing out of this experience is that continued counseling for the "long pull" should be the goal for each boy although he may not see beyond obtaining the first available job to earn some money for himself.

Follow-Up

Maximum effort in After-Care was placed on establishing and maintaining an on-going counseling relationship to help the boys work through the dangerous pitfalls that confronted them in their community. Since boys were most apt to seek out help when confronted by some problem or need, it seems most necessary for community counselors to wage a vigorous follow-up.

Training Opportunities

In general, the After-Care counselor found limited opportunities for training in the community, principally because the boys were too young. As the boys grew older, they were referred to the New York City office of the N. Y. State Division of Vocational Rehabilitation. Under that agency's sponsorship, some boys were successfully placed in trade schools and on-the-job training programs. Other community youth training programs restricted service to boys with 11 or 12 years of education which excluded the study population. Towards the termination of the Project, job training resources increased materially through the Office of Economic Opportunity and local community work programs. These resources were extremely important as experiential opportunities, but counseling was necessary to help the boys see the jobs in the perspective of long-term planning. Undoubtedly the most important guiding principle for counseling services is to orient delinquent youth toward long-term planning.

Implications for Administrative Planning of Vocational Services

Dissipation of Resistance at the Onset of a Project

It is almost axiomatic, especially in multi-service agency settings, that the introduction of a new helping service poses a serious threat to the security of existing services. It cannot be overlooked that multi-services under one roof compete for clients, compete for team leadership, compete for larger staffs and increased functions, and certainly resist change: In the instance of this Project the threat came to staff when it was announced that the new Vocational Rehabilitation Project would be introduced. It can be expected that the same phenomenon is likely to occur in other institutional settings where an organized comprehensive vocational service is to be initiated.

The Project found for itself that a gradual process was required, involving discussion with other services and accepting their perceptions, as a beginning step before the Project could be fully accepted. A second important step for the Project to take was to adapt itself to the existing model of Children's Village services and become identified as an additional helping service -- the Vocational Services Department. A third step in the process was to accept, modify and develop the earlier limited summer work program, giving full credit to its initiators, from which evolved the two important work programs -- the Auxiliary Maintenance Corps and the Work Activity Program. Fourthly, the new Vocational Services Department fitted into the professional service structure by joining the other departments on equal terms in the regular team diagnostic and treatment conferences. Such a process of gradual familiarization enabled the Project to melt resistance and to work smoothly with the other services, particularly where their collaboration was sought. This "tried and true" procedure will be of value to other agencies where vocational services are likely to be introduced.

One serious limitation which the Project encountered administratively was the reluctance of the quasi-independent Education Department to become involved in the planning and execution of the new Project program. The abstention of the Education Department initially prevented the idea of a multiple-activity workshop from being tried out in the Industrial Arts Program of the school. Again, boys were not permitted initially to be seen by Project personnel while in school. Only until much later, and after much administrative pressure, were boys made available for service. Realistically, the host agency must make a full committment for cooperation on the part of all its elements, including its school's services. The resistance of a school service to a Project dealing with school-age children poses a serious limitation to growth and change in institutional treatment.

Theoretical Implications

Relation of Project to Personal, and Vocational Development

The theoretical position of the present Project dictated the quality and variety of demonstration services rendered and the type of evaluation and follow-up data obtained. The approach was influenced by a variety of personal and vocational development theories.

One theoretical frame of reference strongly affecting our approach was that of A.H. Maslow (15). According to Maslow, there are at least five sets of goals, which he calls basic needs. These, briefly, are physiological, safety, love, esteem, and self-actualization. These goals are related to each other, being arranged in a hierarchy of prepotency. Thus, the most prepotent goal will monopolize consciousness and will tend of itself to organize the various capacities of the individual. The less prepotent needs are minimized, but when a need is fairly well satisfied, the next prepotent ('higher') need emerges in turn to dominate the conscious life and to serve as the center of organization of behavior. Viewing vocational adjustment as a special case of this teleologically oriented theory, we postulated that adequate vocational development and functioning could not take place unless the concept of work meshed with the current prepotent need or needs which served to dominate conscious life or unless the earlier or more primative needs are to some degree satisfied. As we envisioned it, healthy vocational growth entailed meeting the basic needs postulated by Maslow within the context of daily life, so that work was viewed as a meaningful and valued activity wherein the individual could have his needs met while contributing to society. In turn, he received the benefits of being an acceptable member of society.

When we observed boys who had been involved in law-violating behavior, we clearly saw that either their basic human goals had been largely thwarted or that their needs had been gratified in asocial or anti-social contexts.

Our endeavors therefore when possible were directed toward the gratification of these needs in ways which were lawful and socially sanctioned. With such youngsters we attempted to orient the individual toward occupational goals consistent with his capacities and needs, or to provide exploratory job sampling. We tried to be sure that he was at a level of need satisfaction where this was possible and also that when feasible prepotent needs were being met, so that he was motivated toward incorporating and thus putting into action these new attitudes and experiences.

Our synthesis thus envisioned healthy vocational growth as a process of constructively meeting the needs of a maturing individual within the context of vocational activity. Whether our approach was through the channel of activity or that of counseling we continually stressed the view of work as meaningful and valuable to the individual, preferably in some concrete immediate, easily observable way which was high in the individuals hierarchy of current needs. When the nature of the activity or the counseling caused us to deal with matters other than the immediate, we stressed the presence of delayed gratification and interspersed related immediate gratification.

As a second consequence of our theoretical position the Project did not attempt to obtain a single measure of over-all pre-treatment. Utilizing the Lewinian concept of "life space" areas (14) and post-treatment adjustment, our concern was with obtaining quantifiable measures of a boy's characteristics, attitudes, and adjustment to a variety of life experience areas and not a gross measure of over-all "average" post-treatment adjustment.

Our findings tended to reinforce and further expand our theoretical approach and its relationship to the theories from which our position was originally derived.

Our findings indicate that the population receiving vocationally oriented services differed from those without vocational services in having a positive awareness of the relationship of present school and/or work experience to future vocational goals. At the six month follow-up evaluation, school was the area seen as contributing to future vocational goals, while at the one year evaluation, the work area was seen as contributing to future vocational achievement. These findings reinforced our belief in the validity of measuring specific areas of life experience rather than a gross overall measure of adjustment or attitude.

We further found that the older the boy at the time of referral to the vocational program the longer he tended to stay on one job after discharge. We concluded that school retention as preparation for a future job might be a better focus for younger boys, that is, those who are 13, 14, or 15 years old. Our findings can be related to a publication by Donald E. Super (23) which presents data that substantiate the opinion that the average, normal 9th grade boy is too immature to make even pre-vocational decisions. Super concluded that what appears necessary with such a vocationally immature group is not so much counseling concerning specific vocational choice as counseling to develop readiness for choice and to develop planfulness. As indicated in detail elsewhere, our services were oriented in the direction suggested by Super and our findings tend to support his hypotheses concerning both the relatively immature vocational development level of boys of this age group and the positive value to boys of developing a planful approach.

Social workers have dealt for many years with disturbed and/or delinquent children who were the temporary responsibility of children's or adolescents' courts, child welfare agencies, or departments of public welfare. Service has been focused largely on the solution of personal problems and the resolution of environmental difficulties. The techniques used have been essentially verbal and manipulative. Casework, or a form of psychotherapy, was employed with the child and his family, and alteration of the environment -- housing, school church, and recreation -- was attempted to bring about the desired changes which would hopefully result in an improved total adjustment of the youngster, with relative stability of the new pattern of life. (1)

In the rendering of service by the social worker (and often the psychiatrist, educator, and other treatment personnel) the vocational area has been essentially ignored or markedly de-emphasized. A search of the literature in the fields of education and child welfare reveals a general absence of reference to vocational rehabilitation and the emotionally disturbed adolescent in the institutional or residential treatment setting. Such neglect of vocational rehabilitation services has undoubtedly stemmed from a conviction that work with problems of personal adjustment and environmental stress constitutes the problem areas and, therefore, the indicated focus of treatment. Implicit in this approach is the belief that the vocational problems require no direct treatment, and that once the child's values were more closely aligned with those of society and he was freed of conflict and anxiety, he would be freed to develop vocationally. In other words, it has been implied that vocational development (and adjustment) takes place in a kind of naturalistic manner, without specific emphasis. If this is true for the "normal" child, and indeed there is some question that it is, (23) it is certainly not true of the child who is suffering from profound psycho-pathology or from severe maladjustment.

Behind service to the disturbed child has been the realization and acceptance of the fact that personal adjustment, or social maturity, does not take place in a naturalistic manner. If it did, the child could not be called "disturbed", and there would be no need for special service. Social maturity occurs rather in a progressive or additive manner. Life experiences accrue, and the child builds on successes and their carry-over from situation to situation, and he learns from his failures how to modify his failures how to modify his attitudes and behavior in order to experience more successes. When he becomes stabilized, he has established a way of life which offers the greatest number of successful experiences and maximizes his satisfaction.

The disturbed child needs help in analyzing and understanding his experiences and in making those modifications of attitude and behavior which will lead to his own maximum satisfaction while remaining within the area of behavior sanctioned by society.

Beilen(4) has pointed out that theories of vocational development are indeed special cases of general developmental theory and that vocational development is to a large degree a function of age and experience. Our approach has been to recognize that vocational development, or adjustment is surely an aspect of personal development or adjustment, but that it also has a sufficient number of features which are peculiar to it to warrant its specific emphasis. Being expressed ultimately in work, it is a unique and microcosmic combination of such factors as learning of skill, development of habits, acceptance of authority, decision making, establishment of relationships, planning, management of money, and assumption of responsibility both to another individual and for one's own fate. It involves further the meeting of standards which are usually vigorous and rather inflexible. These standards are, of course, set by others, and at first they may be unacceptable or even unknown to the youngster. Successful accomplishment in all of these factors which distinguish work from all other forms of life's pursuits surely brings the youngster to a higher level of maturity and to satisfaction with himself and the kind of life he has achieved.

For the disturbed child, these accomplishments do not occur naturalistically. He must be helped to take the necessary steps as he develops voationally. Whereas the life experiences of the "normal" child will lead him gradually closer to the choice of a career, to preparation for work, to the search for a job, and ultimately to employment, the disturbed, and especially the delinquent child, will not have such an opportunity. Whether due to basic need impoverishment, attitudes, anti-social behavior, discrimination, or the low esteem in which work is held in the subculture of the delinquent, this child will not move in a healthy, developmental fashion towards work. His life experience, with its frustrations and disappointments, will prevent him from developing the self-concept of a self-supporting individual employed at honest labor.

Our findings that Caucasian boys were significantly more likely than Negro boys to feel they were learning on the job and that Puerto Rican boys had greater trouble with fellow workers than either Negro or Caucasian boys underscore these points in the case of minority group members. These findings reflect the perception and/or the reality of these boys that aspiration is thwarted and hope goes unrewarded. As a result of life experience, boys such as these who comprised a great part of our Project population start with neither aspiration nor hope and must be helped to define life goals, to see work as a legitimate and attainable means of achieving objectives, to prepare themselves for work, to seek and obtain an appropriate education and job and to maintain themselves in appropriate placements where they can see - or be helped to see - that a future is possible.

Relation of Project to Juvenile Delinquency Theories

The literature on juvenile delinquency tends to reflect a multiplicity and complexity in approach to the etiology and treatment of individuals whose syndrome bears the label of "juvenile delinquency." This complex would seem to include many combinations of environmental, cultural, socio-economic, physiological, emotional, familial, ethnic, and intellectural factors.

A round table discussion concerning the psychodynamics of child delinquency, chaired by Karpman in 1953 (12) concluded that delinquency is a symptom complex with multiple determinants from an etiological point of view. Emphasis was repeatedly placed on different aspects by different participants in the discussion. A bewildering constellation of very different sorts of considerations was projected by the round table discussants who considered many of the permutations and combinations of cultural, socio-economic, and internal emotional disturbances that could be present.

In 1959, in a publication on delinquent behavior, Kvaraceus and Miller (13) emphasized that there is general agreement among psychiatrists that "diagnostically speaking, the youngster who violated norms can fall into any diagnostic category or into none at all, and that there is no diagnostic category of 'delinquent' for youngsters who engage in or repeat illegal behavior."

Delinquent groups are usually legally defined. Those adjudged delinquent by a court, however, are so designated not only on the basis of the seriousness or the frequency of the violations of the law, but also on a consideration of the surrounding circumstances. In today's psychologically oriented climate, a judgement of delinquency often may be a cover for a rather bad total situation (19).

With such an emotionally and intellectually heterogeneous group as that subsumed under 'delinquency', we can have no distinctive goals directed toward that syndrome itself. In utilizing vocational rehabilitation as an approach with a juvenile delinquent population, therefore, it appeared that the major factor to be borne in mind was not that the boys were delinquent, but they were young, bewildered, maladjusted adolescents with thwarted needs and limitations of adaptability. Our finding upon the Porteus Maze qualitative test scoring that our subjects scores approximated more closely those of "normal" than "delinquent" subjects on prior studies emphasizes these points for our population.

At a conference table held in 1960 by The Children's Bureau (5) several of the more current sociological and anthropological theories were examined as to their implications for juvenile delinquency. An anthropological point of view, espoused by Miller, saw the beliefs and values of "lower class culture" as the adolescent males' attempts to differentiate themselves from a basically feminine world by compulsive masculinity. On the other hand, a sociologically oriented theory propounded by Cohen, Cloward, and Ohlin stressed a "status deprivation" point of view. This point of view saw delinquent adolescents as having internalized conventional goals of achievement or success, but, for one reason or another, being unable to adequately pursue success oriented goals. Some of our findings can be interpreted as supporting the anthropological theory and some the sociological theory. We found significant relationships between a boy's living with his mother only (a "feminine world"), the rate of delinquency in the area of residence, and the family being on public assistance. These two latter findings were further related to experiencing difficulties on the job and an attitude of not seeing schools as a means of preparing for vocational success. These findings might well be interpreted as reflective of a milieu where adolescent males attempt to differentiate themselves from a "feminine world", although pragmatically we must also add that they are reflective of the very practical disadvantages affecting a boy from a broken home.

Our findings that "overconformity" and "over-responsibility" are related to poorer work adjustment in relation to supervisors could be seen from the "status deprivation" point of view as an over-internalization of the middle class goals of achieving success with an inability to successfully pursue these goals.

Suggestions for Future Action

For Further Research

The results obtained in the course of this Project suggest the fruitfulness of future research in several directions. The major finding differentiating subjects receiving vocational services from others was the presence of an awareness of the contributions which present situations held for future vocational progress. A longitudinal study measuring the relationship between such awareness of possible educational and job contributions to vocational achievement, to actual later wages, skill level of jobs, and other specific criteria of vocational progress, using a large sample of boys, employed full time, would yield useful information. If the relationships were found to be high, as indeed we expect, this would reinforce and affirm the practice of orienting even vocationally immature boys toward a planful approach.

Other findings suggestive of further large scale fruitful investigation concern the age of the boy on referral to a vocational program, the length of time a boy is assigned to an In-Care program, and the relative desirability of a combined In-Care - After-Care program as contrasted to an After-Care program only. On the one hand, our findings suggest that boys who were older at the time of In-Care referral and boys who remained longer in the In-Care program achieved higher job stability and wages. On the other hand, we found no advantage in the area of work adjustment to accrue to more emotionally disturbed individuals in the combined In-Care - After-Care program as contrasted comparatively less disturbed subjects participating in the After-Care program only. To establish the worth of a combined program versus an After-Care program alone it would be necessary to contrast boys with similar presenting problems, similar emotional status, and similar ages at the time of initial contact in an In-Care - After-Care program and those in an After-Care program. Also boys in both groups would have to have similar length of contact with the programs.

One interesting constellation of results suggest that, over-conformity, over-conscientiousness and rigidity impair adjustment to supervisors in a work situation. This finding appears worthy of further investigation and validation. It should be of both practical and theoretical interest to contrast behavioral observations of adjustment in work situations with test results from such techniques as the Arrow Dot Test and the Responsibility Sub Scale of the California Personality Inventory.

There continues to be a need for further research into the type of vocational service treatment configuration. While the model employed in the present research represented that of a separate vocational services department functioning on an equal basis with other treatment departments, it is possible that other types of models may yield comparatively better results. For example, at its inception the Project considered the possibility of establishing a multi-activity workshop within the Education Department's Industrial Arts program. In a setting where the full cooperation of the school is likely, this particular model has the advantage of providing joint vocational-educational services over a larger block of time than was available to the subjects in the present Project. A second possible model is one in which vocational experiences for the boys are distributed among the existing treatment departments. A vocational counselor-specialist might serve to coordinate the separate vocational experiences as a reflection of a vocational prescription individualized for a particular boy. Certainly, the field of vocational rehabilitation services can benefit from a demonstration of other service models to ascertain, comparatively speaking, which one is most effective.

For The Children's Village

The present Project demonstrated that a comprehensive and integrated set of vocational services, including industrial training and work experiences and concommitant counseling, successfully inculcated positive attitudinal changes toward school and work in a sample of treated delinquent boys. That these changes in orientation and outlook hopefully will carry over to the boys' vocational training and ultimately to their employment, is anticipated. Thus, Children's Village, through the present demonstration, has provided a sample of its boys with a service which will increase the boys' effectiveness in adapting to employment.

These results suggest that vocational services can offer a most important experience to all the boys of Children's Village rather than to limit them only to a small, pre-selected group as occurred in the Project. While the latter group of treated boys benefitted from vocational exposure, it was equally true that the Experimental Group B subjects, who were more representative of the total boy population also showed significant attitudinal changes in a positive direction. All told, the results support the proposal that a regular, on-going program of vocational services, co-equal with other departmental service, may profitably be programmed daily for each boy. In fact, diagnostic and treatment conferences can include in each boy's "prescription" an exposure to vocational experiences.

In order to make a vocational service program most effective, of necessity, only well-trained and seasoned vocational counselors are needed rather than counselors with only a beginning experience. Counselors whose background included working with boys in groups proved especially valuable in the Project's group guidance programs.

One cannot conclude this section without mentioning the need for Village services to carefully scrutinize the kind of school placement made for each boy so that he derives therefrom maximum educational benefit. Too often, boys are not placed in the right program, in accordance with their needs, and eventually they truant or lose interest. It appears sound to invest responsibility for the boy's school placement in the counselor who can plan initially with the boy, confer with school personnel regularly, and follow up the boy's progress carefully, including planning for post-school training or job placement. It would be most beneficial to emphasize this phase of Village treatment in behalf of the greater number of young boys who are required to return to school.

For Other Residential Treatment Agencies

To the extent that other residential treatment facilities resemble Children's Village, the findings of the present demonstration are sufficiently positive to warrant its replication. It needs to be emphasized that the present research and demonstration were pilot efforts to establish a vocational service model and to evaluate its effectiveness. As the present model is tried out and evaluated in other settings, it becomes possible to gain greater assurance as to its effectiveness and generalizability to other residential treatment settings.

For Public Vocational Rehabilitation Agencies

The public vocational rehabilitation agencies, throughout the years, have emphasized services to and have successfully rehabilitated disabled persons who were of working age or were close to it. Yet, the Project has acutely felt the lack of an area of habilitation in the community service network for boys who resemble the subjects of this study, in the 14 to 16 year age range. This area of habilitation should seek to obtain positive attitudinal changes in delinquent younger boys by exposing them to a series of graduated, concrete vocational experiences in a community agency prepared to undertake this responsibility. The schools and other community agencies would be the principal sources for referral of socially and emotionally maladjusted boys. The public vocational rehabilitation agencies can overcome a long-overlooked gap in community rehabilitation service for the 14 and 15 year old pre-delinquent boy by initiating the planning and execution of such service in cooperation with other community agencies. The need is there and the time now ripe for this forward step in the programs of the public vocational rehabilitation agencies.

Introduction to Appendex

Space does not permit the inclusion of all the forms, proceedures and materials utilized in this Project. Nor does it permit our including copies of both published and unpublished papers referred to elsewhere. Children's Village will be happy to make available its files containing these materials to any professional wishing to avail themselves of them.

AFTERCARE QUESTIONNAIRE

____________ Date

Boy's Name ______________________ Project Case # ________

Present Address ______________________________

Date of Birth ______________ Present Age ____________

1. What has he been doing since he left Children's Village? (start at time of release and work up to present time)

School (name)	Grade	Home Teacher	Dates

Job (Name & Address)	Job Title	Wages	Foreman	Dates

(account for all time; place unemployed period in appropriate chronological sequence)

2.a. What kind of grades did you get?

b. Did you 'flunk' any subjects? Which ones?

c. What do you think accounts for this? Could you have done better?

3. Do you think going to school has helped you learn things that you didn't know before - or was it a waste of time? If so, what and why?

(get concrete examples)

4.a. What kind of a job would you like to have?

b. Do you think school has helped prepare you to get this? How?

c. Do you think school has been of any help in preparing you for just getting a "good" job? How? (Be specific about him)

5.a. Is there anything you liked about going to school?

b. Is there anything you disliked about going to school?

c. Why did you quit? (Are you thinking of quitting?)

d. How would you rate the way you liked school?

Enjoyed it a lot ( )
Enjoyed it most of the time ( )
Felt half the time it was okay; other half disliked ( )
Disliked it more than enjoyed it, but not dropping ( )
Quit, or wants to quit ( )

6. Does your family expect you to do jobs around the house? Or can you do them only if you feel like it?

a. How do you feel about doing jobs at home?

7. Do you have any jobs to do at home? If so, what kind and how often are you suppoed to do them? (Get a list of all.)

Job	Frequency (per day, week, month, etc.)

a. When was the last time you did not do a job you were supposed to do and what happened? (Get specific time and mode of discipline invoked.

8. How often do you do the jobs you are supposed to do?

a. all of the time ( )
b. nearly all of the time ( )
c. about half of the time ( )
d. some of the time ( )
e. hardly ever or never ( )

9. Does your family expect you to join them when:

Everybody in the family eats together ______________________

Goes visiting together ______________________

Goes out somewhere ______________________

Or doesn't it matter whether you join them ______________________

a. How do you feel about doing things with the whole family?

Eating together ______________________

____

Visiting together ______________________

____

Going out together ______________________

____

10. When was the last time your family got together and what did they do? (Be specific in time and event.)

Eating together ______________________

____

Visiting together ______________________

____

Going out together ______________________

____

a. Did you join them? (Get reasons for yes and/or no.) ______________________

____

____

____

____

11. How often would you say you did things with the whole family when they were all together?

- a. all of the time ( )
- b. nearly all of the time ( )
- c. half of the time ( )
- d. some of the time ( )
- e. hardly or never ( )

12. Does your family like to openly show you how much they like you, or do they tend to hide their feelings?

____

____

13. Do you like to have your family show they like you?______________

____

14. When was the last time you ever got the feeling from your family that you were not wanted, or were in the way? (Get time, incident, significant adults involved, and effect.)

____

____

____

____

15. How often have you had these feelings in the last year?

- a. never ( )
- b. once or twice ( )
- c. three or four times ( )
- d. five or six times ( )
- e. more than six times ( )

(get specific examples and probe if possible) ______________

____

____

16. How often would you say you have fights with your brothers and/or sisters?

- a. all of the time ( )
- b. nearly all of the time ( )
- c. about half the time ( )
- d. some of the time ( )
- e. hardly or never ( )

a. Reasons for choice______________________________

____

17. How often would you say you have fights with your parents (or other significant adults at home)?

		Father	Mother	Other (specify)
a.	all of the time	( )	( )	( )
b.	nearly all of the time	( )	( )	( )
c.	about half the time	( )	( )	( )
d.	some of the time	( )	( )	( )
e.	hardly or never	( )	( )	( )

a. Reasons for choice____

____

18. When you changed jobs, did you quit, or were you laid off? Probe. (repeat for each job, if more than one)

____

____

____

____

a. Are you planning to quit your present job? Why?______________

____

19. Now let's compare each job you've had by the money you were paid, and the chances for improving yourself.

	Money	Opportunity or Job Security
1st job	____	____________________
2nd job	____	____________________
3rd job	____	____________________
4th job	____	____________________
5th job	____	____________________

20. Have you learned anything on your jobs that will help you get a better job in the future? If so, what?______________________________

____

____

21. Do you think your job(s) are helping you get ahead? If so, how? Be specific.____

____

____

22. How do you think you got along with foremen and supervisors on your jobs? Explain.

23. Did you ever have any trouble with anyone on your jobs? (Please explain; get concrete instances.)

a. How often? (once/3 months, a month, etc.)

b. Were you ever warned about this? Probe.

24. Did you ever have any trouble with any guys on the job? (Probe; get concrete cases.)

a. How often? (once/3 months, a month, etc.)

b. Were you ever warned about this? Probe.

25. Is there anything you enjoyed about your work?

26. Is there anything you disliked about your work?

27. How would you rate the way you liked your jobs?

a. enjoyed them a lot ( )
b. enjoyed them most of the time ( )
c. felt half the time they were okay; other half disliked ( )
d. disliked them more than enjoyed them ( )
e. not interested in working ( )

28. What kind of things do you like to do in your spare time?

29. How often do you usually do them? (Get specifics and time-frequency.) ____________________

____

30. On an average week day, how do you generally spend your time. (Break down activities and time for whole day.) ____________________

____

____

31. How much time do you spend just hanging around with the boys - waiting for something to happen?

a. all of your spare time ( )
b. most of your spare time ( )
c. about half of your spare time ( )
d. less than half of your spare time ( )
e. hardly ever or never ( )

32. Do you have a(ny) close boy friend(s) with whom you spend a lot of time? (Get first name and frequency of contact.) ____________________

____

____

33. Has he or have they ever been in any kind of trouble in school or with the cops? (Probe - get details and consequences.) ____________________

____

____

34. How sure are you that he (or they) are staying out of trouble?

a. real sure ( )
b. sure ( )
c. almost sure ( )
d. not too sure ( )
e. not sure ( )

a. Probe for reason ____________________

____

35. When you pass through a store, or see some money, or pass a car, do you ever get tempted to help yourself? Probe. ____________________

____

____

36. When was the last time you felt tempted? (Be specific about time and incident.)____

____

37. How did you handle this situation? (Be specific.)________________

____

____

38. Which temptations give you the most trouble?______________________

____

39. Did you get these feelings often in the last year?

a. almost every day ( )
b. once a week ( )
c. once every 2-3 weeks ( )
d. once a month ( )
5. hardly or never ( )

40. If you gave in to your temptations, what things have you actually stolen since you have been out?________________________________

____

41. Have you gotten caught taking anything since you've been out? If so, please be specific.____

____

42. Have you ever been stopped by the police for anything? Probe.________

____

43. Was this the only time? List all others.

____

____

____

44. Do you own a knife or a gun? Why?____________________________

____

45. When you leave the house, do you carry a knife, gun, stick, pipe, etc.? If so, when was the last time?______________________________

____

46. How often do you carry a knife, gun, stick, pipe, etc.?

a. almost every day ( )
b. once a week ( )
c. once every 2-3 weeks ( )
d. once a month ( )
e. hardly ever or never ( )

47. If you were going to a dance or a strange neighborhood, would you want to have protection?____________________________________

____

a. What kind?____

____

b. Have you ever done so?_________________________________

____

Addendum to AFTERCARE
QUESTIONNAIRE-3/27/63

1. If you had the chance to do anything you wanted, what would you do?

Interests:

Leisure Activities

2. Did you ever have a job? (explain)

3. If not currently working: What kind of a job do you expect to get when you are ready for work?

What do you know about this kind of a job?

5. If currently working: Do you expect to get another kind of job after you leave this one? If so, what?

6. What do you know about this kind of job?

THE CHILDREN'S VILLAGE
Dobbs Ferry New York

Vocational Services Department

Name of Boy________________________________ Date______________

Project Case #________

Caseworker______________________ Approximate duration and

frequency of contact with this boy__________________

The following statements refer to patterns of behavior that are related to adjustment. Following each statement are three categories. We are interested in current, typical, usual, frequent, or characteristic modes of behavior. If it is appropriate, place a cross in either the Descriptive or Not Descriptive categories. In the event that you feel the 'question mark' category is appropriate, please explain your choice in the space made available for comments.

			Descriptive	?	Not Descriptive
1.	He postpones present gratifications for future goals.	comment:	( )	( )	( )
2.	He sustains a degree of frustration in tasks or relationships and still maintains control and interest.	comments	( )	( )	( )
3.	He reacts with hostility in his contacts with adults.	comment:	( )	( )	( )
4.	He reacts with withdrawal or detachment to an adult's approach.	comment:	( )	( )	( )
5.	He manipulates, maneuvers, controls, or makes demands of adults.	comment:	( )	( )	( )

			Descriptive	?	Not Descriptive
6.	He indicates friendly, warm moves towards adults.	comment:	( )	( )	( )
7.	He is able to accept help, criticism, and limits from adults.	comment:	( )	( )	( )
8.	He becomes the bully in relating to peers.	comment:	( )	( )	( )
9.	He becomes the scapegoat in relating to peers.	comment:	( )	( )	( )
10.	He maintains distance from his peers.	comment:	( )	( )	( )
11.	He puts himself in a position to be used by his peers.	comment:	( )	( )	( )
12.	He shows an ability to share adults, activities, or materials with his peers on an equal basis and for mutual goals.	comment:	( )	( )	( )
13.	He indicates that agency activities are well suited to his needs.	comment:	( )	( )	( )
14.	He reacts to adults' awareness of his needs and adult abilities to meet these needs.	comment:	( )	( )	( )

Revised Re Scale

Name____ Date________________

DIRECTIONS: Be sure to fill in your name and the date. Then answer TRUE (T) or FALSE (F) for each statement by putting an X in the appropriate box.

		T (True)	F (False)
1.	There's no use in doing things for people; you only find that you get it in the neck in the long run.	( )	( )
2.	It's a good thing to know people in the right places so you can get traffic tags and such things taken care of.	( )	( )
3.	When someone does me a wrong I feel that I should pay him back if I can, just for the principle of the thing.	( )	( )
4.	When I get bored I like to stir up some excitement.	( )	( )
5.	I am fascinated by fire.	( )	( )
6.	I think I would like to drive a racing car.	( )	( )
7.	It's all right to get around the law if you don't actually break it.	( )	( )
8.	I enjoy a race or game better when I bet on it.	( )	( )
9.	I very much like hunting.	( )	( )
10.	When prices are high you can't blame a person for getting all he can while the getting is good.	( )	( )
11.	If I get too much change in a store, I always give it back.	( )	( )
12.	I have never done anything dangerous for the thrill of it.	( )	( )
13.	Police cars should be especially marked so that you can always see them coming.	( )	( )

THE CHILDREN'S VILLAGE
Dobbs Ferry, N. Y.

Questionnaire -- Child Guidance Clinic

Name of Boy____________________________ Date________________

Children's Village Diagnosis______________________Date__________
Children's Village Diagnosis______________________Date__________
Children's Village Diagnosis______________________Date__________

1. How do you think this boy might profit from a vocational rehabilitation service experience (related to the boy's needs)?____________________

2. What are the probable home placement plans for this boy when he leaves Children's Village to aftercare?______________________________

3. If he returns to his own family, what do you anticipate the attitude of the parents will be:

   a. towards returning to school?______________________________

   b. towards finding employment?______________________________

4. At the present time, from your own personal contact with the boy, how would you rate his behavioral adjustment?

   a. very good ( )
   b. good ( )
   c. fair ( )
   d. neither good nor bad ( )
   e. poor ( )
   f. bad ( )
   g. very bad ( )

5. How would you rate this boy's overall chances of adjustment?

   a. very good ( )
   b. good ( )
   c. fair ( )
   d. neither good nor bad ( )
   e. poor ( )
   f. bad ( )
   g. very bad ( )

THE CHILDREN'S VILLAGE
Dobbs Ferry, N. Y.

Vocational Rehabilitation Department

Project Case # ____________________ Date ____________________

Name of Boy ____________________ Unit ____________________

Last Home Address ____________________ Cottage ____________________

____________________ Date of Admission ____________________

Date of Birth ____________________ Date of Discharge ____________________

Guidance Supervisor ____________________ Cottage Supervisor ____________________

Worker ____________________ Parents ____________________

Com. Center Supervisor ____________________ School Supervisor ____________________

Workers ____________________ Teachers ____________________

____________________ ____________________

Presenting behavioral problem resulting in admission ____________________

____

Court commitment ( ) Other (specify) ____________________

Religion: Denomination ____________________

Participation in religious activity ____________________

____

____

Ethnic Origin: Negro ( ) Caucasian ( ) Puerto Rican ( )

Country of Birth ____________________

Living arrangements prior to admission to Children's Village

	from	to	rate of delinquency
live alone			
live with both parents			
in foster home			
other (specify)			

Socio-Economic Background:

Sources of family income ____

____

Family Income: $______________

Father: Level of education ____

Occupation ____

Mother: Level of education ____

Occupation ____

Other wage earners:

______ Level of education ____

Occupation ____

______ Level of education ____

Occupation ____

______ Level of education ____

Occupation ____

Adequacy of home environment

	Date	Date
Living accomodations ____________________	________	________
____________________	________	________
Family structure ____________________	________	________
____________________	________	________

Significant figures (father, mother, stepparents, etc.)

1. Nature of relationship____________________

Occupation____________ (if deceased) cause of death________

Income $____________ age at time of death________

Level of education________ age of boy at time of death________

Estimate of boy's attitude toward individual:

positive ( ) less positive ( ) neither positive nor negative ( ) more negative ( ) negative ( )

Significant anti-social behavior (include other significant behavior if not mentioned elsewhere)____________________

____

____

If above is parent and absent from home, what is the reason?

desertion ( ) divorce ( ) other____________________

If remarried, what is significance?____________________

How often does the boy see the individual?____________________

2. Nature of relationship____________________

Occupation____________ (if deceased) cause of death________

Income $____________ age at time of death________

Level of education________ age of boy at time of death________

Estimate of boy's attitude toward individual:

positive ( ) less positive ( ) neither positive nor negative ( ) more negative ( ) negative ( )

Significant anti-social behavior (include other significant behavior if not mentioned elsewhere)____________________

____

____

If above is parent and absent from home, what is the reason?

desertion ( ) divorce ( ) other____________________

If remarried, what is significance?____________________

How often does the boy see the individual?____________________

3. Nature of relationship____

Occupation____________________ (if deceased) cause of death___________

Income $______________________ age at time of death___________

Level of education_____________ age of boy at time of death___________

Estimate of boy's attitude toward individual:

positive ( ) less positive ( ) neither positive nor negative ( ) more negative ( ) negative ( )

Significant anti-social behavior (include other significant behavior if not mentioned elsewhere)____

____

____

If above is parent and absent from home, what is the reason?

desertion ( ) divorce ( ) other________________________________

If remarried, what is significance?____________________________________

How often does the boy see the individual?______________________________

4. Nature of relationship____

Occupation____________________ (if deceased) cause of death___________

Income $______________________ age at time of death___________

Level of education_____________ age of boy at time of death___________

Estimate of boy's attitude toward individual:

positive ( ) less positive ( ) neither positive nor negative ( ) more negative ( ) negative ( )

Significant anti-social behavior (include other significant behavior if not mentioned elsewhere)____

____

____

If above is parent and absent from home, what is the reason?

desertion ( ) divorce ( ) other________________________________

If remarried, what is significance?____________________________________

How often does the boy see the individual?______________________________

Children in family, including boy

Sex	Date of birth	Grade Completed	Employment	Relationship	Estimate of boy's attitude toward sibling

Educational history

Name of School	City	Dates Attended		Grade	
		To	From	Completed	Why Transferred

Phantasy vs. Reality Assessment

* If you had the chance to do anything you wanted, what would you do?

____

____

____

Interests____________________________________

____

Leisure Time activities__________________________

____

____

Did you ever have a job? (explain)____________________

____

____

* What do you want to do when you leave Children's Village?__________

____

____

* What kind of job do you expect to get when you are ready for work?

____

____

* What do you know about this kind of job?__________________

____

____

____

C.V. School Area

1. Do you ever try to find ways of staying out of classes?

Often ( )   Occasionally ( )   Almost Never ( )

2. Are you failing any subjects?   Yes ( )   No ( )

If yes, how many?______________

3. Could you have done better?____

____.

4. What kind of job would you like to have?___________________________

5. Do you think school has helped prepare you to get this? How?

____

____

6. Do you think school has been of any help in preparing you for getting a good job? How?____

____

7. How frequently do you have trouble with any of your teachers?

a.	never have any trouble with teachers	( )
b.	have periodic troubles with one teacher or a few incidents per semester	( )
c.	have trouble with several teachers or am in trouble more than once a month	( )

8. How frequently do you have trouble with any of the students?

a.	less than three incidents per semester	( )
b.	three or more incidents per semester	( )
c.	never	( )

9. How would you rate the way you like school?

a.	like it a lot or enjoy it most of the time	( )
b.	enjoy school some of the time	( )
c.	dislike it more than like it	( )

10. Do you think you will want to continue in school after leaving Children's Village?

a.	real sure	( )
b.	sure	( )
c.	almost sure	( )
d.	not too sure	( )
e.	not sure	( )

Why?____

C.V. Cottage Life Area

1. Do you have any chores to do at the cottage?

   Yes ( ) No ( )

2. How often do you do the chores you are supposed to do?

   a. all of the time ( )
   b. nearly all of the time ( )
   c. about half of the time ( )
   d. some of the time ( )
   e. hardly ever ( )

3. How often would you say you do things with the whole cottage group when they are all together?

   a. all of the time ( )
   b. nearly all of the time ( )
   c. about half of the time ( )
   d. some of the time ( )
   e. hardly ever ( )

4. How often have you brought your troubles to adults in the cottage?

   a. all of the time ( )
   b. nearly all of the time ( )
   c. about half of the time ( )
   d. some of the time ( )
   e. hardly ever or never ( )

5. How do you feel about being punished when you do something wrong?

   ____

   ____

6. Compared to other boys in the cottage, do you think you get your fair share of clothes, money, food, attention, etc.?

   a. all of the time ( )
   b. nearly all of the time ( )
   c. about half of the time ( )
   d. some of the time ( )
   e. hardly ever or never ( )

7. Did you ever get the feeling from your cottage parents that you were not wanted or were in the way?

   Yes ( ) No ( )

8. How often in the last year have you had these feelings?

a. never ( )
b. once or twice ( )
c. three or four times ( )
d. five or six times ( )
e. more than six times ( )

9. How often would you say you have fights with other boys in the cottage?

a. all of the time ( )
b. nearly all of the time ( )
c. about half of the time ( )
d. some of the time ( )
e. hardly ever or never ( )

10. How often would you say you have disagreements with adults in the cottage?

	Cottage Father	Cottage Mother	Other: ______
a. all of the time	( )	( )	( )
b. nearly all of the time	( )	( )	( )
c. about half of the time	( )	( )	( )
d. some of the time	( )	( )	( )
e. hardly ever or never	( )	( )	( )

11. Do you think you will get along well with your family when you leave Children's Village?

a. real sure ( )
b. sure ( )
c. almost sure ( )
d. not too sure ( )
e. not sure ( )

C.V. Community Center Area

1. How often do you try to find ways of staying out of any Community Center activities?

   a. often ( )
   b. occasionally ( )
   c. almost never ( )

2. How much would you say you have learned in new activities?

   a. a lot ( )
   b. something ( )
   c. a little ( )

3. How often do you have trouble with group leaders in Community Center?

   a. often ( )
   b. occasionally ( )
   c. almost never ( )

4. How often do you have trouble with other boys in Community Center?

   a. often ( )
   b. occasionally ( )
   c. almost never ( )

5. How would you rate the way you like your activities?

   a. enjoy activities most of the time ( )
   b. participate in activities only because I have to ( )
   c. dislike activities most of the time ( )

C.V. Security Area

1. Do you ever try to find ways of staying out of program?____________

2. Have you gotten into any kind of trouble since you have been at Children's Village (concrete incident)____________

3. What kind of things do you like to do in your spare time?____________

4. How often do you usually do these things?____________

5. Have you any close friends here with whom you spend a lot of time?

6. Have they/has he ever been in any kind of trouble at Children's Village?____________

7. Do you hang around with any special crowd?____________

8. Have they ever been in trouble as a group?____________

9. Have you ever been involved in any fights?

   a. none ( )
   b. one to three ( )
   c. four to six ( )
   d. more than six ( )
   e. regularly ( )

10. All things considered, how sure do you think your chances are for staying out of trouble?

    a. real sure ( )
    b. sure ( )
    c. almost sure ( )
    d. not too sure ( )
    e. not sure ( )

Attitude of boy toward counselor

a. warm and accepting ( )
b. ambivalent ( )
c. somewhat disinterested or detached ( )
d. withdrawn ( )
e. hostile ( )

Attitude of boy toward interviews

a. hyper-active, sweating, blocking ( )
b. somewhat tense, rather anxious ( )
c. appropriate, interested ( )
d. somewhat interested, ambivalent ( )
e. apathetic, disinterested, detached ( )

In-Care and After-Care Vocational Choice Scoring Sheet

B. Approach

1. States choices in a manner relating them to needs, capacities, and liabilities.
2. States choices in a manner somewhat relating them to needs, capacities, and liabilities.
3. States choices in a manner vaguely relating them to needs, capacities, and liabilities.
4. States choices with little or no awareness of relationship to needs, capacities, and liabilities.
5. No choice.

D. Reality Assessment (b)

1. His knowledge concerning choices reflects investigation of the work area duties and requirements.
2. His knowledge concerning choices reflects some investigation of the work area duties and requirements.
3. His knowledge concerning choices reflects vague investigation of the work area duties and requirements.
4. His knowledge concerning choices shows no investigation of the work area duties and requirements.
5. No choice.

E. Effort

1. He has made strong efforts to follow through with verbalized plans.
2. He has made some effort to follow through with verbalized plans.
3. He has made vague efforts to follow through with verbalized plans.
4. He has made little or no effort to follow through with verbalized plans.
5. No choice.

In-Care Scoring Sheet

Conformity Scoring Criteria - In-Care Questionnaires 1 + for each Minimum Present

School

1. Not doing failing work in more than one subject.
2. Implies that he puts forth some effort at school.
3. School is seen as preparing in some way for a job.
4. Enjoys school some of the time.

Child Care

1. Does his chores nearly all of the time.
2. Does things with the cottage group at least one-half of the time when they are together.
3. Usually feels he is wanted by the cottage parents.
4. Fights with cottage peers only some of the time.
5. Hardly ever has fights with cottage parents.

Community Center

1. Has learned a lot in new activities.
2. Almost never has trouble with group leaders.
3. Almost never has trouble with peers in Community Center
4. Enjoys activities most of the time.

Security

1. Hardly ever spends time just hanging around with boys waiting for something to happen.
2. Has close friends who are staying out of trouble.
3. Has not been A. W. O. L. more than once.

Conformity Scoring Criteria for After-Care

1+ for each present

School

1. not doing failing work in more than two subjects
2. puts forth some effort in school - has not failed subjects because of disinterest, lack of effort, or inattention
3. feels he is learning something in school
4. feels school is preparing him for a good job (or some specific job)
5. likes school more than he dislikes it

score 4 or better = conforming group
score 3 or less = non conforming group

Home

1. does his chores nearly all of the time
2. does things with the family at least half of the time they are all together
3. usually feels he is wanted by his family
4. only fights with brothers and sisters some of the time
5. hardly ever has fights with his parents

Scoring

Attitude and Atmosphere from Picture Tests (Michigan Picture, Achievement Motivation, Pictures and Critical Incident, Earliest Memory).

1. School Themes

3 + Positive themes, eg., success, praise, learning, achievement

2 0 Neutral or mixed

1 - Negative themes, eg., failure, criticism, non-involvement

11. Work Themes

3 + Achievement,. success, gratification, positive rewards

2 0 Neutral or mixed

1 - Unpleasant work, criticized, non-involvement, frustration

111. Home Themes

3 + Warmth, acceptance, doing things with family

2 0 Neutral or mixed

1 - Coldness, rejection, jealousy, punishment

1V. Trouble Themes

3 + Avoiding trouble, mistake with contrition, punishment leads to better behavior

2 0 Neutral or mixed

1 - Anti-social acts, punishment resented

V. Miscellaneous

3 +

2 0

1 -

Work

1. feels he is learning things on the job which will help him get ahead
2. seldom has trouble with his superiors
3. seldom has trouble with his fellow workers
4. enjoys his work most of the time

score 3 or better = conforming group
score 2 or less = non conforming group

Trouble

1. spends hardly any time hanging around with the boys waiting for something to happen
2. has close friends whom he is real sure are staying out of trouble
3. is seldom tempted to steal money or property that is easily available
4. has never carried a knife or other weapon since his release from the Village

3. CORRELATIONS

A. Key for Correlations

Sixty-six variables were inter-correlated. Since for some variables the "best" score is high while for other variables the "best" score is low, the following information is noted below to assist in ascertaining for other than obvious scores (such as age in months) the meaning of positive and negative correlations.

		Best Score
1.	Vocational Choice Variables	lowest
2.	Porteus Maze Qualitative Score	lowest
3.	Porteus Maze Quantitative Score	highest
4.	California Personality Inventory	highest
5.	Attitudes from Projectives	highest
6.	Arrow Dot E	highest
7.	Arrow Dot I	lowest
8.	Arrow Dot S	lowest
9.	Social Workers Estimate	lowest
10.	Guidance Rating	highest
11.	Conformity Rating Scores	highest
12.	Rate of Delinquency	lowest

B. Statistically Significant Correlations of 'Predictor' Variables to Each Other*

	Correlation
1. Admission Behavioral Problem: School	
a) living with both parents at time of discharge	.31
b) guidance rating scale	-.29
2. Admission Behavioral Problem: Home	
a) living arrangements at discharge: both parents	-.29
b) conformity rating on admission: community center	-.28
3. Admission Behavioral Problem: Community	
a) ethnic group: white	-.28
4. First Diagnosis: Passive Aggressive	
a) living arrangements at discharge: both parents	-.27
5. First Diagnosis: Adjustment Reaction	
a) conformity rating on admission: cottage	-.32
6. Religion: Catholic	
a) ethnic group: White	.39
b) ethnic group: Negro	-.58
c) ethnic group: Puerto Rican	.27
The same correlations in the opposite direction hold for Religion: Protestant	
7. Ethnic Group: White	
a) admission behavioral problem: community	-.28
b) religion: catholic	.39
c) religion: protestant	-.39
d) conformity rating on admission: "trouble"	.27

(* at the .01 level of significance)

	Correlation
8. Ethnic Group: Negro	
a) Religion: protestant	.58
b) Religion: catholic	-.58
c) Arrow Dot S	.28
d) Social workers estimate of adjustment	.39
e) Social workers guidance rating scale	-.35
9. Ethnic Group: Puerto Rican	
a) responsibility sub-scale revision of the California Personality Inventory	-.29
10. Living Arrangements at Discharge: both parents	
a) admission behavioral problem: school	.31
b) admission behavioral problem: home	-.29
c) first diagnosis: passive-aggressive	-.27
11. Living Arrangements at Discharge: Mother Only	
a) source of family income: welfare	.28
b) rate of delinquency in area of residence	.34
12. Living Arrangements at Discharge: Group Residence	
a) rate of delinquency in area of residence	-.40
13. Age at Assignment	
a) life situation at discharge: school or working	-.29
b) Porteus Maze Test Quantitative Score	-.36
14. Source of Family Income: Welfare	
a) living arrangements at discharge: mother only	.28
15. Rate of Delinquency in Area of Residence	
a) living arrangements at discharge: mother only	.34
b) living arrangements at discharge: group residence	-.40

	Correlation
16. Porteus Maze Test: Quantitative Score	
a) age at assignment	-.37
b) Arrow Dot Test "I" Score	-.34
17. Responsibility Scale Sub Test of California Personality Inventory	
a) ethnic group: Puerto Rican	-.29
18. Attitude Scores from Projective Tests	
a) Arrow Dot Test "E" Score	.68
19. Arrow Dot Test "E" Score	
a) attitude scores from Projective Test	.68
b) Arrow Dot "I" Score	-.48
20. Arrow Dot Test "I" Score	
a) Porteus Maze Quantitative Score	-.34
b) Arrow Dot Test "E" Score	-.48
21. Arrow Dot Test "S" Score	
a) Ethnic group: Negro	.28
22. Social Workers Estimate of Adjustment	
a) ethnic group: Negro	.39
b) guidance rating scale	-.61
23. Guidance Rating Scale	
a) admission behavior problem: school	-.29
b) ethnic group: Negro	-.35
c) social workers estimate of adjustment	-.61
24. "Conformity" Rating on Admission: School	
a) conformity rating on admission: total score	.59
25. Conformity Rating on Admission: Community Center	
a) admission behavioral problem: home	-.28
b) conformity rating on admission: total score	.54

	Correlation
26. Conformity Rating on Admission: Cottage	
a) first diagnosis: adjustment reaction	-.33
b) conformity rating on admission: total	.64
27. Conformity Rating on Admission: Trouble	
a) ethnic group: White	.27
b) conformity rating on admission: total	.42
28. Conformity Rating on Admission: Total	
a) conformity rating on admission: school	.59
b) conformity rating on admission: community center	.54
c) conformity rating on admission: cottage	.64
d) conformity rating on admission: trouble	.42

C. Statistically Significant Correlations of "Outcome" Variables to Each Other *

		Correlation
1.	**Number of Court Appearances**	
a)	not doing failing work in more than two school subjects	-.32
b)	feels he is learning something in school	-.38
c)	school total score	-.28
d)	seldom has trouble with superiors at work	-.31
e)	work total score	-.31
2.	**Number of Jobs Held**	
a)	life situation at discharge: at school or working	-.45
b)	only fights with siblings some of the time	-.32
3.	**Longest Time on Same Job**	
a)	age at assignment	.28
b)	number of months in community at time of questionnaire	.32
c)	"Trouble" total score	.30
d)	feels he is learning on the job	.54
e)	enjoys his work most of the time	.48
f)	work total score	.57
g)	wages	.44
4.	**Not Doing Failing Work in More Than 2 Subjects**	
a)	number of court appearances	-.32
b)	puts forth some effort in school	.39
c)	feels he is learning something in school	.51
d)	feels school is preparing him for a good job	.38
e)	school total score	.65

(* at .01 level of significance)

	Correlation
4. Not Doing Failing Work in More Than 2 Subjects (cont.)	
f) hardly anytime just hanging around	.38
g) is seldom tempted to steal	.40
h) trouble total	.27
5. Puts Forth Some Effort in School	
a) life situation at time of questionnaire: at school or working	.41
b) not doing failing work in more than 2 subjects	.39
c) likes school more than dislikes it	.60
d) school total score	.66
e) does things with family at least half of time	.33
f) trouble total	.41
6. Feels He is Learning Something in School	
a) life situation at discharge: school or working	.36
b) number of court appearances	-.38
c) not doing failing work in more than 2 subjects	.51
d) feels school is preparing him for a good job	.58
e) likes school more than dislikes it	.30
f) school total score	.63
g) does his chores nearly all the time	.28
h) hardly anytime just hanging around	.42
i) close friends same age not in trouble	.33
j) is seldom tempted to steal	.36
k) trouble total	.34

		Correlation
7.	Feels School is Preparing Him for a Good Job	
a)	not doing failing work in more than 2 subjects	.38
b)	feels he is learning something in school	.58
c)	school total score	.58
d)	usually feels wanted by family	.34
e)	hardly ever fights with parents	.29
f)	home total	.39
g)	hardly any time spent hanging around	.55
h)	close friends same age not in trouble	.40
i)	is seldom tempted to steal	.34
j)	trouble total	.35
8.	Likes School More Than Dislikes It	
a)	life situation at time of questionnaire: in school or working	.40
b)	puts forth some effort in school	.60
c)	feels he is learning something in school	.30
d)	school total score	.65
e)	does things with family at least half the time	.35
f)	home total	.28
g)	trouble total	.42
h)	seldom has trouble with supervisors at work	.30
i)	enjoys work most of the time	.35
j)	work total score	.29

	Correlation
9. School Total Score	
a) life situation at discharge: school or working	.33
b) number of court appearances	-.28
c) not doing failing work in more than 2 subjects	.65
d) puts forth some effort in school	.66
e) feels he is learning something in school	.63
f) feels school is preparing him for good job	.58
g) likes school more than dislikes it	.65
h) home total	.32
i) hardly spends anytime hanging around	.48
j) close friends same age not in trouble	.35
k) is seldom tempted to steal	.34
l) trouble total	.56
10. Does His Chores Nearly All the Time	
a) feels he is learning something in school	.28
b) home total score	.55
c) spends hardly anytime just hanging around	.30
11. Does Things with Family At Least Half the Time	
a) life situation at discharge: school or working	.45
b) puts forth some effort in school	.33
c) likes school more than dislikes it	.35
d) home total score	.53
12. Usually Feels He is Wanted By Family	
a) feels school is preparing him for good job	.34
b) home total	.55
c) hardly anytime spent just hanging around	.31
d) close friends his same age not in trouble	.33
e) feels that he is learning things on job	.30

	Correlation
13. Only Fights With Siblings Some of the Time	
a) number of jobs	-.32
b) hardly ever has fights with his parents	.26
c) home total	.45
d) hardly any time just hanging around	.31
e) is seldom tempted to steal	.35
f) has never carried a weapon since release	.38
g) trouble total	.36
14. Hardly Ever Has Fights With His Parents	
a) feels school is preparing him for a good job	.29
b) home total	.57
c) has never carried a weapon since discharge	.29
d) wages on job	.30
15. Home Total	
a) feels school is preparing him for a good job	.39
b) likes school more than dislikes it	.28
c) school total score	.32
d) does his chores nearly all the time	.55
e) does things with family at least half time	.53
f) usually feels wanted by family	.55
g) only fights with siblings some of the time	.45
h) hardly ever has fights with his parents	.57
i) hardly spends any time just hanging around	.28
j) has never carried a weapon since release	.27
k. trouble total	.30

	Correlation
16. Hardly Any Time Just Hanging Around	
a) not doing failing work in more than 2 subjects	.38
b) feels he is learning something in school	.42
c) feels school is preparing him for a good job	.55
d) school total score	.48
e) does his chores nearly all the time	.30
f) usually feels wanted by family	.31
g) only fights with siblings some of time	.31
h) home total	.28
i) close friends same age not in trouble	.39
j) is seldom tempted to steal	.43
k) has never carried a weapon since release	.31
l) trouble total	.59
17. Close Friends His Same Age Not in Trouble	
a) feels he is learning something in school	.33
b) feels school is preparing him for good job	.40
c) school total score	.35
d) usually feels he is wanted by family	.33
e) hardly any time just hanging around	.39
f) is seldom tempted to steal	.27
g) has never carried a weapon since release	.29
h) trouble total	.53
i) seldom has trouble with supervisors at work	.33

		Correlation
18.	Is Seldom Tempted to Steal	
	a) not doing failing work in more than 2 subjects	.40
	b) feels he is learning something in school	.36
	c) feels school is preparing him for a good job	.34
	d) school total score	.34
	e) only fights with siblings some of the time	.35
	f) hardly any time just hanging around	.43
	g) close friends same age not in trouble	.27
	h) has never carried a weapon since release	.32
	i) trouble total	.56
19.	Has Never Carried A Weapon Since Release	
	a) only fights with siblings part of time	.38
	b) hardly ever fights with his parents	.29
	c) home total	.27
	d) hardly anytime spent hanging around	.31
	e) close friends same age not in trouble	.29
	f) is seldom tempted to steal	.32
	g) trouble total	.54
20	Trouble Total	
	a) longest time on same job	.30
	b) not doing failing work in more than 2 subjects	.27
	c) puts forth some effort in school	.41
d	d) feels he is learning something in school	.34
	e) feels school is preparing him for a good job	.35
	f) likes school more than dislikes it	.42
	g) school total score	.57

	Correlation
20. Trouble Total, cont.	
h) only fights with siblings some of time	.36
i) home total	.30
j) hardly anytime just hanging around	.59
k) close friends same age not in trouble	.53
l) is seldom tempted to steal	.56
m) has never carried a weapon since release	.54
n) seldom has trouble with fellow workers	.32
21. Feels He is Learning on the Job	
a) longest time on same job	.54
b) usually feels he is wanted by family	-.30
22. Seldom Has Trouble With Supervisors	
a) number of court appearances	-.31
b) likes school more than dislikes it	.30
c) close friends same age not in trouble	.32
23. Seldom Has Trouble With Fellow Workers	
a) only fights with siblings some of the time	.48
b) trouble total	.32
24. Enjoys His Work Most of the Time	
a) longest time on same job	.48
b) likes school more than dislikes it	.35
25. Work Total	
a) number of court appearances	-.31
b) longest time on same job	.57
c) likes school more than dislikes it	.29

	Correlation
26. Wages on Job Held Longest	
a) longest time on same job	.44
b) hardly ever fights with his parents	.30

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